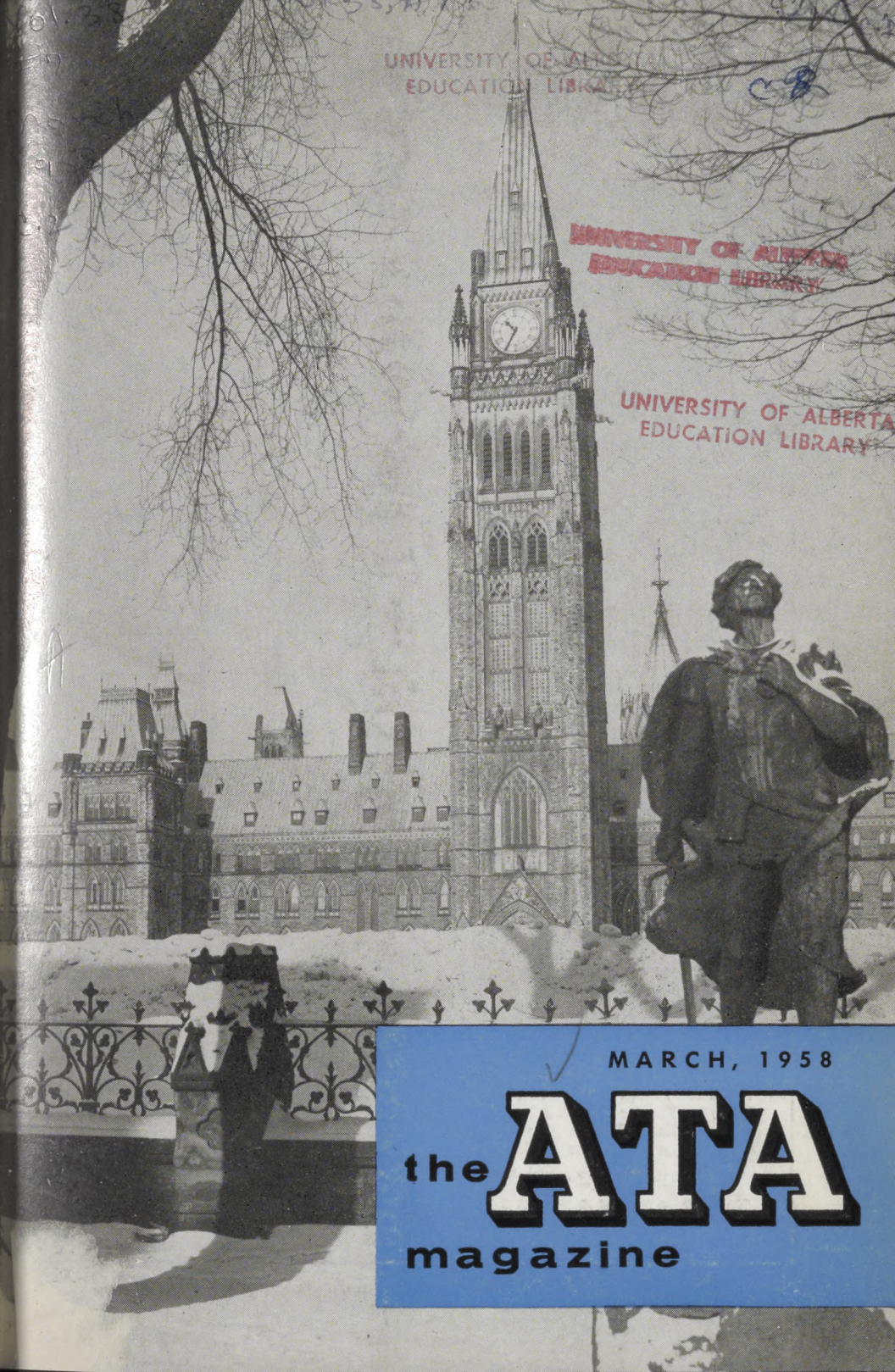


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the **ATA**
magazine

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The Byline Beat

One of our March authors is R. S. Parry, a Calgary teacher. His contribution "Smith and the Slave" may startle you when you read it. We suspect that Mr. Parry has very decided, if not altogether complimentary, views about at least one school of educational philosophy. Parry's background is interesting. He served with the Psychological Warfare Branch and Political Intelligence of the British Army during World War II in Africa and the Middle East. He took teacher training in Scotland following the war and came to Alberta four years ago.

Lehmann, author of "Fun With Phonics", attended the 1957 conference of WCOTP held at Frankfurt last summer. He tells us that there is no fiction or exaggeration in his story about teaching English to immigrant children on board ship.

Gremlins were busy again last month. Because of transposition errors we are again publishing

(Continued on Page 61)



COVER STORY

Our cover shows the Centre Block of the Parliament Buildings in Ottawa, dominated by the graceful Peace Tower. At the right is the statue of Sir Galahad on Wellington Street.

THE ATA MAGAZINE

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ANNUAL GENERAL MEETING, 1958

From Monday, April 7, through Wednesday, April 9, the forty-first Annual General Meeting of the Alberta Teachers' Association will be held in Calgary's Hotel Palliser.

The Annual General Meeting traditionally hears reports from officers of the Association and from committees, but the great burden of business is consideration of resolutions presented by local associations and by the Executive Council.

An indication of the importance of the deliberations is that the decisions affect the interests of Alberta's 9,500 teachers. Policies relating to various aspects of education are reviewed or established by the AGM. This year, interest in the ATA educational platform is heightened by the establishment of the Cameron Royal Commission.

Over 225 councillors representing 68 locals of the Alberta Teachers' Association will crowd into three days consideration of about 75 resolutions and more than 20 reports. Their decisions shape the policy of the Alberta Teachers' Association.

RIGHT A WRONG

We wonder how many teachers and trustees know that *The School Act* permits city school boards to take part in group insurance programs for teachers.

We wonder how many teachers and trustees know that the same Act does not permit other school boards the same privilege.

This is discrimination.

The Executive Council of the Alberta Teachers' Association has requested that *The School Act* be amended to make it possible for all school boards to participate in group insurance programs for teachers. Senior officials of the Department of Education have indicated that they can see no obstacle to such an amendment provided the Alberta School Trustees' Association is in agreement.

Teachers expect that the ASTA will not hesitate to join with the ATA in urging the appropriate amendment to *The School Act*. Section 185 of *The School Act* states that the board of a city district may "(b) make provision by by-law for effecting and maintaining group insurance including life, sickness, and accident coverage applicable to and for the benefit of teachers and other employees employed by the board and contribute an amount not exceeding fifty percent of the premiums for each group." It will be noted that the section is permissive, not mandatory.

Group insurance programs including life, hospital benefits, and medical service have long been characteristic personnel policy of enlightened employers. Many companies pay the full cost of such programs, while others pay a portion of the premiums. Most successful programs require membership as a condition of employment.

With the advent of the new provincial hospitalization scheme on April 1, the ATA Group Insurance Plan and a number of other local plans stand in need of substantial revision. At the moment, nearly all these programs are based on a 'teacher-pay-all' basis and participation is voluntary.

Design of new coverage including life insurance, supplementary hospital benefits, medical services, and ancillary benefits requires some assurance of employer participation, if the plan is to be on a sound basis.

Here's What They Say

During the period following the tabling in the legislature of the report of the Blackstock Royal Commission, the daily press of the province carried a number of editorials expressing opinions of the report and its recommendations. The editorials are reprinted with permission.

Less 'Efficiency' Please

The Blackstock Commission report on teachers' salaries in Alberta, recommending the fixed scale and central negotiation, would seem to be the logical outcome of the trend current today to dump all responsibility in the hands of senior governments, and we are glad to see that the Alberta government is in no hurry to implement the report.

There is no doubt that the system of negotiation recommended by the commission is a model of "efficiency" as the term is understood these days—that is that it would impose someone's arbitrary ideas of what is best for everyone on teachers and school boards alike. But the more we see of the new efficiency in governments the less we like it and the more we long for a return to a system where efficiency in government means the least possible government interference in the affairs of citizens.

One argument put forward in the report which we imagine appeals very strongly to many people these days is that because the teachers' association has been able to best some local school boards in negotiations, out of superior knowledge of the situation, therefore the local boards should surrender their bargaining powers to a central government board. Our reply to this argument is that it is entirely within the power of local boards, and is one of the main duties of local boards, to acquire all possible knowledge of the situation relevant to their bargaining position. Certainly the other course, of abjectly surrendering another local responsibility to central authority, bears with it the danger of eventually giving up all local control of education—a process that has gone too far already.

We strongly wish that when governments issued terms of reference to royal commissions to study almost any matter that the qualifying phrase "with the least possible interference by the government" could be written into the terms. The way things are now these commissions seem to take it for granted that part of their job is to get governments more involved in matters than is good for either the governments or the citizens, and the main aim of any commission seems to be to centralize everything in the name of "efficiency".

—*The Albertan*, Saturday, March 1

They're for Compulsion

The Blackstock Commission has produced a report which comes out thumpingly in favor of a uniform salary schedule for all teachers in the province of Alberta. Education Minister A. O. Aalborg, however, has announced the decision will not be made law at this session of the legislature "if at all"—and well may he hesitate.

The procedure for setting this uniform salary scale, as recommended by the commission, makes a joke out of serious negotiations between teachers and trustees. Three teacher representatives and three trustee representatives would be given one month to negotiate with a three-man government board. If there was no agreement reached, a further one month of negotiation would be permitted, and thereafter the government board would set a schedule which would be binding on both parties.

This is compulsory arbitration, pure and simple. Such compulsion is probably necessary in negotiations involving protectors of life and property, such as firemen and policemen; it is utterly inconceivable the teachers of Alberta would ever permit themselves to be subjected to it. And while the trustees' association plumped for a uniform salary schedule during the hearings, perhaps the commission's report will bring home to school boards the realization that under such a plan they would be surrendering an important—though often vexing—field of authority; they would be turned into glorified caretaker advisory committees for school plants, without the power to offer salary inducements to attract the kind of teaching staff they might want. Trustees have complained to the commission about the difficulties arising from protracted salary negotiations; such difficulties would appear minor indeed to a school board faced with the fact that teachers, for one reason or other, refused to come into its district, at the same time being forbidden to lure them there with higher salaries.

If the level of teacher salaries in Alberta must be raised, surely the sensible way to raise it is to bring in legislation providing for a reasonably-high minimum salary, with the government providing funds to enable every school board to meet it. Beyond that would be room for regular teacher-trustee negotiation.

As an alternative, the Blackstock Commission has offered an efficient-looking device, designed, it says, to increase salaries, improve the teacher supply, wipe out teacher strikes, boost teacher morale. Perhaps it would be efficient, but it would be the kind of efficiency readily found under any dictatorship.

—*The Medicine Hat News*, Saturday, March 1

The Blackstock Report

Education Minister Aalborg has conferred the kiss of death on the Blackstock Commission's recommendation for a uniform teachers' salary scale by announcing promptly that the report will not form the basis of legislation "at this session of the Legislature if at all". We are glad to hear it. The idea of a uniform scale was repugnant to us. And the dispute which developed between the commission and the Alberta Teachers' Association cast a pall over the commission's work almost from the beginning.

Neither side can be absolved from blame in this dispute. The commission chairman, Mr. G. M. Blackstock, certainly seems to have used injudicious wording when referring to the ATA's failure to present a brief. On the other hand, it does appear that the ATA's plan of making its major submission after it had heard the other briefs—after the manner of the defendant in a law suit, as the report points out—was not in keeping with normal royal commission procedure.

Indeed, the ATA's chip-on-the-shoulder attitude was more characteristic of a trade union than of a professional organization. And the commission has apparently gone on the premise that if the ATA is going to act like a union it should be treated like one. Hence its recommendations, which are in effect for bargaining at the provincial level between the ATA and the Alberta School Trustees' Association under the supervision of a government-appointed board, with provision for compulsory arbitration by that board if bargaining fails.

This plan would put the trustees on a more equal footing with the teachers, and by eliminating prolonged salary disputes would make life easier for school boards and tax-levying municipal councils. But it is difficult to see how the Blackstock plan, of itself, would do much to raise the salary level, improve the quality or increase the number of teachers and therefore improve the quality of education in the province, despite the report's assertion to the contrary.

Teachers' salaries would be higher now than they are but for the unwillingness of school boards to pay more—an unwillingness which has considerable justification in the fact that the bulk of teachers' salary bills must be paid out of taxes levied on real property. On the face of it, therefore, a system of negotiation which puts more power in the hands of the trustees promises to hold down the salary level rather than push it up. It may, of course, result in higher average salaries throughout the province, through a standardization or equalization formula, but that is not quite the same thing.

We agree that against the present financing background trustees are virtually obliged to resist repeated salary increases. On the other hand, we think the lack of an adequate supply of well-trained and capable teachers is one of the major weaknesses of our educational system. The Blackstock Commission's proposals do little to overcome this weakness.

Admittedly, educational finance was not within its terms of reference. But other matters affecting the quality of teachers were. And while we hold no brief for the teachers' unionist approach, we do not see how education would be improved by officially regarding the ATA as a union of civil servants. This course would at once discourage the development of a truly professional attitude on the part of teachers and threaten this key group in the educational system with political control.

For these reasons, we welcome the indication that the Blackstock Report is stillborn. The one worthwhile objective which its adoption would have accomplished—a greater equality in teachers' salaries throughout the province—can be achieved much more appropriately through a system of provincial grants designed to equalize the salary-paying ability of the various school districts.

—*The Lethbridge Herald*, Monday, March 3

Alberta Needs Teachers, Not Slaves

The report of the royal commission set up to inquire into education in Alberta is one of the most startling documents of this sort to be seen in a long time, and, on the face of it, seems to want to bind the teachers of this province into a kind of slavery.

The Blackstock Commission urges a uniform scale of salaries throughout Alberta for teachers, and the establishment of a three-man board which would have complete jurisdiction over these salaries. In addition, the teachers' right to strike would be abolished.

The uniform salary scale might very well mean that teachers' right to move about the province in search of a better job, should they so desire, would be restricted. This, of course, is not to be tolerated anywhere in this country. In addition, the proposed board would have complete and sole control over individual teachers, which might quickly lead to a situation where Alberta would have no teachers instead of merely a chronic shortage.

Thus, it was to be expected that the Alberta Teachers' Association condemns the entire document as "a totalitarian expedient", and rightly rejects its recommendations out of hand.

It will be recalled that the ATA representatives withdrew from the commission's hearings and refused to present a brief because they felt the commission was biased. At that time, the ATA's stand appeared faintly ridiculous and the association was urged to reconsider and present its side to the commission. Now, however, in the face of the report handed down by the Blackstock Commission it would appear that, at least, the teachers' stand was not without justification. The entire document rails against the teachers and the suggestions appear to be designed to frustrate, restrict and demean the teachers; it seems, even, to continue the dispute begun during the hearings.

Hon. A. O. Aalborg, minister of education, while stating that the government intends to take no action on the report during the current sitting of the Legislature, nevertheless feels that the commission has discharged its duties in "very thorough and competent fashion". It is to be profoundly hoped that this does not mean the government approves this document even in principle.

For the government has no real choice but to throw this report in the trash can where it belongs. Implementation, through legislation, of any of the recommendations of the Blackstock Commission could well lead to a major crisis in education in Alberta.

—*The Calgary Herald*, Tuesday, March 4

Smith and the Slave

R. S. PARRY

**"Time may be the greatest enemy of progressivism,"
says the author.**

THE philosopher had seated himself to rest on the slope of a hill when the boy approached.

"Hullo," said the Boy. "My name is Smith."

"I am a philosopher," said the Philosopher. "What can I do for you?"

"You can answer my questions," said Smith.

"Ask as many as you wish," said the Philosopher.

"I have lots," said Smith.

"Let us deal with them one at a time, then," answered the Philosopher.

"The first one," replied Smith, "is this. What is the nature of Reality?"

The Philosopher stood up. He looked about him, then down at his questioner. He was thinking that perhaps the young learn best through the eyes. "Come with me," he said.

They went up the hillside and stopped at the entrance to a cave. It had a wide shaft leading downwards. The Philosopher entered and Smith followed. As they progressed, it got brighter and brighter, until, when they came to a place where the passageway opened on

to a full, wide cavern, all was as bright as day at the time of the noon-day sun.

Smith, who had spoken to philosophers before, recognized the Cave of Plato. But here were no chains, nor even stray pieces of chain. They had been removed, as also had all worn-out fires, ashes, prejudices, misunderstandings, and such like jobbery. Everything was spick and span.

"There are no shadows," said Smith.

"That is so," said the Philosopher. "Where there is Reality, there can be no shadows."

"This, then, is Reality?" said Smith; and he wondered greatly at the scene before him. Everywhere he looked there was activity. Roads were being laid, houses and skyscrapers were being built, all with a precision and energy that were truly astonishing. Men moved around in cars and aeroplanes, in trains, buses, walked along streets, crossed at intersections: precision and neatness, method and efficiency. Farms were neat and tidy, vegetables were large and clean and went to market with precision: not a cabbage leaf out of place. Factory chim-

neys belched out, at regular intervals, little puffs of correctly worked-out experience. And he could see clearly, with the wise mind of the precocious, that everything that happened was truly integrated.

"This, then," he asked again, "this, then, is Reality?"

"Yes," said the Philosopher.

"Explain it to me," said Smith.

"It is quite simple," said the Philosopher, "and it is easy to explain the simple. You have but to turn your thoughts to five Aspects of what you see: the Psychological, the Social, the Aesthetic, and the Ethical. These are four. The fifth, but no, perhaps we should say the first, for the other four are contained within this Aspect; in fact, they have no meaning without it. That first Aspect is the Philosophical. With your permission, then, I propose to begin with the Philosophical."

"Before you do so," said Smith, "I have a question."

"By all means," said the Philosopher. "What is your question?"

"What is that?" asked Smith, and he pointed off to one side of the cavern where a great Machine-Like Object loomed in solitude.

"That is Time," said the Philosopher.

"There is Time in Reality, then?" said Smith.

"Well said," replied the Philosopher. "Of course there is Time in Reality, for Man has mastered Time. It is his servant, his slave. Notice that there is much difference between what you have said and saying there is Reality in Time. You have made the point very nicely."

"Explain its presence, then," said Smith. "How can it be shown that Time is in Reality and that Man has mastered it?"

"The secret of its understanding is in the On-going," said the Philosopher. "Experience is Now, is Here and Now. There is little need to pay attention to past or future. All things are in the present. It is merely the inconvenience that one second comes after the one before it and before the one after it, that

makes it so unfortunately necessary to have a Machine-Like Object such as that in Reality at all."

"I see," said Smith. He looked around the cavern at the wealth of experience being experienced. The Philosopher began his explanation of the Philosophy of Reality while the On-going on-going; it was fascinating to watch such swelling activity while listening to his words.

"The first Aspect, and the most important as we have said," said the Philosopher, "is, of course, the Philosophical. It wholly depends upon the mind being recognized as an instrument, and so can be called Instrumentalism. Through the senses some object is perceived, the image is carried to the mind, and the mind responds to the stimulus thus given, either by thought or by calling on the body for action, which, as you know, is the result of thought."

He paused. "Are you listening?" he said to Smith.

"Yes," said Smith, "but I was wondering."

"What were you wondering?" asked the Philosopher.

"How you know a good response from a bad one," said Smith.

"That is easy," said the Philosopher. "A good response, a true response, to be good and true must be effective."

"There is never any mistake?" asked Smith.

"No," said the Philosopher.

"But supposing there was a mistake," said Smith.

"There could not be," said the Philosopher.

"Oh," said Smith.

"No," said the Philosopher.

"Why not?" asked Smith.

"You are forgetting," said the Philosopher, "that I mentioned other Aspects of Reality."

"So you did," said Smith.

"I will put them a little out of order, then," said the Philosopher, and deal with your question through the Social Aspect. If there does happen to be any doubt about the effectiveness of a response, it can be compared with the re-

sults of others having similar experiences and its effectiveness thus judged by data, by number."

"Then in Reality, quantity is more important than quality?" said Smith.

"If you would have it so," said the Philosopher, inspecting his fingernails.

"That, then, is why Man **must** be Social?" asked Smith, "so that he can be together to compare responses?"

"Man is Social," declared the Philosopher, haughily. "In **Reality** he is **Social**."

"All right, then," said Smith. "Please go on. I am sorry if I have upset you."

"Well, you will remember," said the Philosopher, "that one Aspect was the Psychological."

"That is right," said Smith.

"Since the mind is the Instrument," said the Philosopher, "it follows that the mind is the light played upon everything, that it illumines all. That is why there are no shadows in this cavern. Since the mind is Instrument, nothing can be hidden from it; nothing, that is, that cannot be found out through experience."

"But," asked Smith, "although there are no shadows in the cavern, might there not be some in the mind? or minds?" he thought he had better add, for the Philosopher appeared to be in a huff. He had taken an orange-stick from his pocket and was busily engaged in pushing back the cuticle so that the half-moons on his fingernails would the better show up. He certainly looked as if he did not mean to answer the last question.

"Then, of course," went on the Philosopher, "there is the Aesthetic Aspect. Look before you and you will see plenty of evidence of that."

"I see no Woman," said Smith.

"That has nothing to do with it," said the Philosopher.

"Still; I don't see any," said Smith.

"Of course not," said the Philosopher. "Woman is a part of the Social Aspect, anyhow."

"In what way?" said Smith. "I know it has been said that Man embraces Woman."

"No, no, no," said the Philosopher. "Woman is not to be seen, since, being part of the Social Aspect, she is in the Home. The Social Aspect is based upon the Family, and Woman's place is in the Kitchen. That is On-going enough."

"I see," said Smith.

"See a little more," said the Philosopher, still in a huff, "and look at Aesthetic."

"I am looking," said Smith.

"Notice the buildings," said the Philosopher. "Every one different, every one an experience in the use of the mind; an expression of the mind as Instrument. If we were to go inside each one, we would see a thriving diversity, further multifarious expressions of the mind as Instrument."

"Is it, then—" asked Smith, and he stopped, for the Machine-Like Object had given out a kind of menacing rumble. "Is it, then," he asked again, "through expression that individuality demonstrates itself in the midst of many?"

"Precisely," said the Philosopher.

"It is called the Aesthetic?" asked Smith.

"It is truly the Aesthetic," said the Philosopher. And he went on. "The fourth Aspect of the Philosophy is the Ethical."

"I could tell about that," said Smith.

"Do so," said the Philosopher. "By all means, do so." He was pleased to see that the boy was learning.

"You have already given me guidance in that," said Smith. "Behaviour to be good must be effective."

"That is so," said the Philosopher.

"And since the mind is Instrument and the response is in experience, the good can change . . . the effectiveness is On-going."

"Go on," said the Philosopher. "You are doing exceedingly well. Please go on."

"But I have some thoughts that trouble me," said Smith.

"Oh," said the Philosopher.

"Two," said Smith.

"Say on, then," said the Philosopher. "Let us hear the first."

"I see no animals before me," said Smith.

"Animals? What do you mean by animals?" asked the Philosopher. "Man is an animal."

"No sheep, no goats, nor any cows. No dogs. Yes," said Smith. "There are no dogs. No friendly dogs in the streets."

"There **are** no animals, such as you name, in Reality," said the Philosopher. "Nor can there be. Experience is experimental and can only be effective through mind, the Instrument. Such animals as you name could certainly never use the mind as Instrument. Therefore they could not be Philosophical; nor could they be included in the Psychological, Social, Aesthetic, Ethical."

"But dogs . . ." said Smith.

"Least of all dogs," said the Philosopher.

"Could a dog not be included in the Social?" asked Smith. "A dog chasing its own tail, could not that be . . ."

"You might call it 'On-going,' the Philosopher forestalled him, "but it certainly would not hold up Ethically. Whoever heard of a dog catching its own tail. It may be On-going, but it is certainly not effective."

"There would be nothing Aesthetic in it, then," asked Smith.

"Certainly not," said the Philosopher. "The measure of the Aesthetic, as you have already been shown, is the expression of Man's mind as Instrument. Can the mind express a dog? It can express a painting, a story, or build with materials. But it cannot express a dog. Since it cannot express dogs, or any other animals, there are none such in Reality. What is your second doubt?"

"That, perhaps, Man is the **slave** of Reality," said Smith.

"Not so," said the Philosopher. "Man is the master of Reality. Just as he is the master of Time."

The Philosopher looked out over the scene before him. His eyes were bright, his head held high. The Machine-Like Object gave out another ominous rumble.

"With the mind as Instrument, Man is

the master of All," boomed the Philosopher.

The rumbling in the Machine-Like Object increased and showed no signs of stopping.

The Philosopher and the boy looked at it. A great voice came out of its depth.

"**Time is,**" said the voice.

The noise was heard all over the face of Reality and a few looked up from their On-going experiences. Some smiled. Of course Time is, they thought, and we are its masters.

"**Time was,**" rumbled the Machine-Like Object.

No one paid the slightest attention. How silly to bother with the past. The Philosopher and the boy could only stand and wonder.

"**Time is past,**" thundered the voice, and with a great splitting and rendering, houses and farms collapsed and the cavern walls swept down, blotting out everything from their sight. The Philosopher and the boy turned and began to walk back up the passageway, leaving behind destruction and debris and clouds of dust in which it was difficult to breathe.

"All is destroyed?" asked Smith.

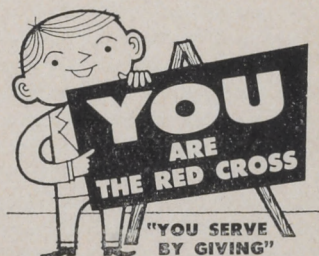
"All is destroyed," said the Philosopher.

"Man, then, was the slave of Reality?" asked Smith.

"I cannot say," said the Philosopher.

"Man was the slave of Time?" asked Smith.

But the Philosopher was stumbling and mumbling, as he proceeded up the passageway, and not a word could be made out.



ON the first day out of Bremerhaven, passengers of the "Arosa Sun" were given a sheet of information by members of the TRIP organization. "What is TRIP?" it queried, and proceeded to enlighten them as follows.

Fun

TRIP is the abbreviation for Travellers' Recreation and Information Program. . . . What does TRIP do? It gives you the opportunity to do something worthwhile and enjoyable. . . . Maybe you can teach languages, lead square dances, give information on the countries abroad, set up pingpong, chess, or bridge tournaments, be quiz master. . . . If you can, please contact the TRIP staff.

Six weeks earlier, during the east-bound crossing on this ship, I had learned that much of the social and informative entertainment on board had been the result of a similar TRIP proposal. I decided to do something in return.

"How about an English class for the children of school age?" I asked.

"Very good," said the organizer of the language classes. "We'll announce it in the ship's paper tomorrow morning. You can meet your class in the Beer Hall at ten o'clock."

Located almost centrally between stem and stern, with a promenade deck running along both port and starboard sides, this recreation room was used for playing chess, checkers, and card games. In the evenings, when the bar was patronized in order to induce the requisite congenial atmosphere, a piano and other musical instruments complemented the voices of the folk song choruses. In the mornings, this room was used for a series of church services from six to nine o'clock, and was then discreetly referred to as the Centre Hall. This versatile hub of activity was to provide me with a classroom.

Perhaps few other Alberta teachers about to open school in a new environment ever waited for the pupils to arrive under more novel circumstances than I did next morning. After the first half hour only three children had come. (The organizer and I had overlooked the obvious fact that the non-English immigrants had not read the announcement.) However, these first arrivals unexpectedly proved to be enthusiastic recruiting

agents. "I know somebody else who will come if we tell her," a couple of little German girls said, and off they dashed. The newcomer also knew somebody else, and away they went again. By eleven o'clock, eight children, aged six to thirteen, were seated along the sides of one of the marble-topped tables, looking at me with an air of curious expectation.

I glanced around somewhat self-consciously. Several chess games were in progress at the other tables. People were drifting in and out of the room. The bartender was polishing his counter. I looked at my pupils and wondered just how and where to begin. Suddenly the public address loudspeaker broke into my thoughts with the announcement that the ship was approaching Southampton and would dock there about noon. Understandably, we all wanted to be on deck. After agreeing to meet again, we decided to close school for the day—a manifest absurdity, for it hadn't been opened as yet.

A ship that is crowded, not only with American and Canadian tourists returning from abroad but with several hundred European immigrants as well, obviously cannot offer ideal classroom facilities. All available space on the "Arosa Sun" was in use for a variety of purposes from morning to night. For all that, I did not think that the Beer Hall was the answer to my problem. Again I consulted the organizer.

"We don't usually get going with our programs until we are out on the

With Phonics

F. W. LEHMANN

ocean," said the TRIP man. "Wait until we leave port and I'll see what we can do."

We were assigned to the Deep Sea Bar. This was a small library room almost directly astern on the lower deck. It housed a bookcase, several tables, folding chairs, old chesterfields, and a bar that was closed in the mornings. The light fixtures, windows, and doors rattled, and the floor vibrated, due to our location almost above the propeller shafts. The ship also heaved and pitched more violently here than at the centre part.

Next morning, at ten o'clock, school opened with six children present. (Several others were seasick.) They seated themselves on an old chesterfield in a corner of the room. Six pairs of eyes regarded me with expectant interest.

We discovered that all of us, including Zdenka, the Czechoslovakian girl, could understand German. Our lessons began in that language. As soon as basic explanations were understood, there was plenty of practice in counting from one to thirty and in learning the names of the months, so that everyone could respond in English to such questions as, how old are you? and, when is your birthday? Within a short time the classroom language was English entirely, with only an occasional lapse into German if some little learner assumed a puzzled frown and asked, "Teacher, was ist das?"

To say that this little group of European children was interested in learning

English would be to utter the understatement of the year. Their novel school became a part of their exciting new life as they floated along to a strange new land. They never came "creeping like snail unwilling to school." They invariably came running to the appointed place at the appointed time, unless the boat was bucking heavy seas or unless the lower deck was crowded with passengers. About halfway through the first day's lessons, I suggested that we take a break. They accepted it silently; we went out on deck to stretch ourselves for a while. Ten minutes later, when I intimated recess was over, they rushed to the corner sofa. "Please, teacher," said Gisela, "let's not have recess. Wir wollen nur Schule haben!"—"We just want to have school!"

Enthusiastically they tackled the sounds of a strange alphabet in which, as compared with the German they knew, "a" equals "e", and "e" equals "i", and "i" equals "ei", where "v" sounds like "w" and not like "f", and "w" requires them to purse their lips "like a cow getting ready to eat strawberries." But nothing taxed their efforts more persistently than the mystery of tongue-between-teeth to sound "th". Since there is nothing comparable to it in German, only repeated practice could familiarize them with this intriguing little joker that made them say: "The day that comes before Friday is Sirsday." But how their eyes shone with a sense of accomplishment when it finally was Thursday! They

learned that water is not "vet", and that the number after four is not "fife". They recited the numbers to a hundred and could spell the first ten. And we compromised on recess periods. We called them PT on our curriculum and had arm stretching exercises to the count of eight and deep breathing exercises to the count of twenty. Then we had a music period and sang, "Are You Sleeping, Brother John?" in two parts. We were progressing famously.

But not for long. The Deep Sea Bar was invaded by a lately organized group of square dance enthusiasts. Now, it gives me pleasure to watch square dancing; in fact, several days later I had an opportunity to join the group and I enjoyed the experience. But it was too much to expect that a beginners' class in English and a square dance practice group can co-exist successfully in the same room. Once more I appealed to the TRIP leader.

"I know just the place for you," he assured me. "You can have part of the First Class Veranda."

This was indeed an almost ideal place. It extended more than halfway along the port side of the ship and had huge picture windows facing the sea. Except for several first class passengers who were quietly writing letters at some small tables, the veranda was unpopulated—an impossible situation in any other recreational space on board. The children and I began to pull together a number of chairs at one end of the veranda.

Suddenly a new obstruction appeared in the person of the deck steward. In a stream of Italian, assisted by unmistakable gestures, he tried to make us understand that neither the immigrant *bambinos* nor I as a tourist passenger had any business on the First Class Veranda. Evidently there had not been the necessary preliminary liaison between him and the TRIP staff. Since my knowledge of the Italian language is little more than nil decimal nought percent, I felt helpless in the face of his attempt to shoo us away. Neither in German nor in French was I able to convince him that we were

there by permission. My little group looked at me in breathless expectation to do something. In this contingency I decided, if necessary, to invent some Italian. Darkly I hinted (in English) that I should like to consult "Il Capitano" about this. He stared at me, undecided as to my meaning. Seizing the advantage, I moved in with more chairs. He did not hinder us but went away, muttering slightly.

We set to work once more with a joyous will. We read and memorized, "Cobbler, cobbler, mend my shoe, etc.," sang our round in two parts and tried it in four but were not successful in this for lack of sufficient singers in each part. We added oral arithmetic to our curriculum. Some English children, attracted by our activities, came and joined us. So passed another gratifying three days.

By now we were sailing down the St. Lawrence. The big picture windows that had revealed nothing by the rhythmic roll of the Atlantic waves now showed tempting distractions. But can you expect even enthusiastic youngsters to concentrate on "how much are seven times nine?" when the "Homeric" is sailing majestically downstream before your very eyes? Or when the overflow crowd from the promenade deck comes to watch the pingpong tournament finals that had to be played on the Veranda a few yards away from our school? Or when the ship comes unexpectedly to a halt in mid-stream to take the pilot on board? There was no doubt about it. Our last lesson was drawing close.

The "Arosa Sun" was to dock at Wolfe's Cove in about four hours. For our final lesson, at three o'clock that afternoon, we would attempt to review all that we had learned. It was much more than our 'blackboard' (a sheet of large size newsprint clamped on a board with the lessons 'chalked' on it with a black packing-box crayon) would hold. That was a good thing. No longer could I expect to hold their attention. The big adventure of landing in Canada opened up new interests before them all. As a sort of climax, the ship's photographer came

along and took a picture of our class. Soon after we closed school.

Before we parted, I gave them a little talk on Canadian schools, teachers, and playmates. I emphasized that their friendliness, courtesy, and enthusiasm would help to dispel the first feeling of strangeness. Before long they would be little Canadians, quite at home in their new environment. They promised they would work hard and try to please their new teachers. Everyone shook hands with me, the boys making a little bow, and the girls dropping a curtsy. "Soon you will not do that anymore," I thought, rather regretfully, but I did not tell them that.

I recalled a late September day in 1924,

when I stood on the deck of the "Empress of France" and thrilled to the panorama of the St. Lawrence shoreline gradually narrowing towards Quebec, and to the prospect of disembarkation to explore "fresh woods and pastures new." I sensed that the changeover from the Oberrealschule in Kiel to a rural school in Alberta would not be made without pangs of regret and strenuous efforts at adaptation. To have helped to make the transition from a school in Europe to one in Canada a little easier for these youngsters made me feel a sense of accomplishment, and reminded me that 33 years before I, too, had been a New Canadian like my little friends.

The Royal Commission on uniform teachers' salaries cost the Alberta Government \$10,126, according to information tabled in the Legislature Thursday. Expenses of the commission were \$9,185, and it cost \$941 to have the report printed.

—The Edmonton Journal, March 7

In Memory

Name	Last Employment	Date of Death
Mary Winnifred Bell	Edmonton S.D. 7	July 9, 1957
Mary Dier	Drumheller S.D. 30	Oct. 17, 1957
* Robert B. Forsyth	Calgary S.D. 19	Sept. 19, 1957
* Alonzo John Heywood	Edmonton S.D. 7	Nov. 26, 1957
* Janie B. McConnell	Edmonton S.D. 7	Nov. 11, 1957
Laura Annie Moar	Drumheller S.D. 2472	Aug. 17, 1957
* Sister Saint-Paulin	Edmonton Sep. S.D. 7	Sept. 10, 1957

* Pensioners

Education

OVER 850 delegates from St. John's to Victoria, representing 35 national organizations, met in Ottawa from February 16 to 20 for the first national conference on education in Canada's history.

The conference was unique in many ways. It was not organized by educators, but rather by a committee consisting of both educational and lay organizations, with the latter in the majority.

Dr. Wilder G. Penfield, a noted Canadian neurologist, chaired the conference. Lt. Col. K. R. Swinton, general manager of Thomas A. Edison Co. of Canada Ltd., was chairman of the conference committee, and Max Swerdlow of the Canadian Labour Congress chaired the steering committee. George G. Croskery of the Canadian Teachers' Federation acted as conference director. Guest speakers and program participants included such noted persons as Sir Ronald Gould, general secretary of the National Union of Teachers and president of the World Confederation of Organizations of the Teaching Profession; Dr. William G. Carr, executive secretary of the National Education Association; Dr. A. W. Trueman, executive director of the Canada Council; Alexi S. Tovstogan, second secretary of the Embassy of the USSR, and Douglas LePan, until recently secretary and research director for the Royal Commission on Canada's Economic Prospects. Delegates ranged from university presidents to classroom teachers, and from managers of large corporations to assembly-line

workers. The conference truly was a great meeting of minds.

The conference opened with a get acquainted session on Sunday evening February 16. Monday was devoted to speeches and panels designed to set the tone of the conference. Douglas LePan, in an address on economic prospects and education, pointed out that Canada is becoming increasingly industrialized and urbanized, and that the development of automation will continue this process as well as increasing our real wealth. He noted that, because education cannot be mechanized to any appreciable degree, its cost is bound to increase at a greater rate than the cost of most other products and services. Education, according to Mr. LePan, is social capital and is vitally necessary for continued social, as well as economic, progress.

Dr. Carr, during a panel discussion, outlined the four main purposes of American education as: equality of opportunity, quality of learning, freedom, and diversity.

Dr. Trueman's comments can be summed up by his statement: "There is nothing wrong with Canadian education that a great deal of money wouldn't cure."

Mr. Tovstogan gave a detailed account of the Russian educational system and wished the delegates well in their deliberations.

Sir Ronald Gould stated that all educators must have a purpose. He suggest-

Emphasized

E. J. INGRAM

ed that the three most important purposes of education should be: to prepare our students to make a living; to prepare them to live in a free society; and to develop their personalities to the fullest possible extent.

Tuesday and Wednesday were devoted to workshop sessions on the eight conference topics chosen beforehand by the conference committee. Each delegate registered in one of the following workshops:

Buildings and Equipment

Education for Leisure

Financing Education

Higher Education

Organization and Curriculum

Role of the Home in Education

Special Needs in Education

Teachers: Quality and Quantity

Research studies were presented and speakers and panels discussed the problems thoroughly. All delegates were given an opportunity to view their opinions and to present resolutions. The chairman of each workshop presented the findings of his group to a plenary session on Thursday morning.

Thirty-one resolutions were approved by the plenary session on Thursday.

Many delegates were disappointed with the broad and general nature of the resolutions, but most realized that the great diversity in views and backgrounds made it impossible for anything very specific.

The workshop on Buildings and Equipment presented resolutions urging that:

- more use be made of school buildings out of school hours;
- further research be carried on in educational TV;
- landscaping of school grounds be an integral part of the planning of school buildings.

The resolution from the workshop on Education for Leisure urged that library facilities be expanded in all parts of Canada.

The workshop on Financing Education urged that:

- the federal government increase substantially grants to provinces so that all Canadian children can have an equal educational opportunity;
- all provinces be urged to adopt equalization grants to provide equal educational opportunity for all children in the province;
- the federal government provide special grants for institutes of technology;
- federal and provincial governments act immediately to provide substantially increased financial aid for education;

- a fund be established for the promotion of adult education.

The resolutions developed by the workshop on Higher Education were:

- initiation of an adequate student aid program through the cooperation of government, industry, business, and other interested groups;
- establishment of a basic research program in all subject fields, adequately financed through government grants and donations from private groups;
- expansion of facilities for technological education;
- distribution to parents and students of more information regarding post-high school educational opportunities;
- investigation of a more equitable method of distributing federal grants to universities.

The resolutions from the workshop on Organization and Curriculum urged that:

- a national educational research body be formed and that more financial aid be given to educational research on the provincial and local levels;
- a proper curriculum be developed for children of all talents and interests;
- the study of French be included in the elementary grades;
- departments of education, teachers' organizations, trustees, home and school associations, and all other organizations involved in the conference exert every effort to reassert the emphasis on quality, so that all Canadian children may have the services of mature, fully-qualified, competent teachers.

The workshop on the Role of the Home emphasized in its resolutions that the home plays a prominent part in the development of the child and that the home should play a major role in determining the objectives of education.

The workshop on Special Needs recommended that:

- all handicapped children be provided with the opportunity to develop their capacities to the maximum;
- adequate grants be established by

provincial and federal governments for the education of handicapped children.

Four resolutions came from the workshop on Teachers: Quality and Quantity:

- teachers should continue to press for high minimum standards for admittance to the profession and should also concern themselves with, and participate in, regulations concerning admission and certification;
- salary levels should be established that will enable teachers to secure financial rewards equal to those paid to people with similar qualifications in other professions;
- efforts should be made to supply rural areas with qualified teachers;
- candidates for entrance to the teaching profession should be required to have complete senior matriculation or its equivalent; the required academic-professional preparation should be established immediately as a minimum of two years after senior matriculation, with a view to the adoption in the near future of a minimum of four years of academic and professional study, and that permanent teaching certificates and diplomas be granted only to persons who have met these standards.

Sir Ronald Gould, in summing up his impressions of the conference, observed that the two most important problems discussed were the matters of educational finance and teacher quality. In his opinion, if we can get the public to realize the problems we face and the importance of education, adequate financial support is bound to follow. Sir Ronald warned that the financing of education should in no way interfere with the academic and economic freedom of teachers. Young people will not enter teaching if it is not given the high prestige which it requires. This prestige will not be acquired if teachers are constantly told what to do and how to do it, or if they are constantly blamed for the failures of the educational system. Sir Ronald believes, if good teachers were placed before small classes in an

adequate physical environment, most of the problems in education would be solved. The most important thing, he continued, was to obtain a good teacher for every class. Good teachers are the result of high entrance requirements, a comprehensive program of teacher education, and attractive salary scales.

Dr. Wilder Penfield, in his closing remarks, stated that present financial need in education is double that currently available. In fact, immediate future financial need will be three times as great. Dr. Penfield concluded the conference with the following statement:

Clarify the limits of responsibility in regard to education and research, as between provincial government and federal government. Let us hope for harmony of action and that our elected leaders will place the people's good above political advantage.

The common man knows very well that he must pay for the nation's educational institutions. He wants to know that they are the best possible institutions. He wants to know that the young of this country have unlimited opportunity to acquire skill, knowledge, and understanding, each according to his inborn wit and purpose, and for the mature too, he expects the chance to develop constructive thinking and the facilities for research.

These are the things that would prove our first line of defence in time of war. In time of peace they give us hope of happiness and national achievement.

One of the resolutions passed by the conference would establish a permanent

secretariat to complete the work of this conference and to plan for its continuance.

The Association of Canadian Advertisers and the Canadian Association of Advertising Agencies, through their non-profit Canadian advertising board formed to promote public welfare, are donating over \$1,000,000 worth of advertising to the problems of Canadian education. This advertising will be conducted through the various media of communication and will extend over a three-month period.

In the final analysis, the success of the conference will be measured by change in the attitude of the public towards education. This will be the primary task of the conference delegates and the sponsoring organizations they represent.

Alberta Teachers' Association locals and sublocals, school staffs, and home and school associations can do a great deal to make the results of the conference known and to publicize the needs of education. Over 35 delegates from Alberta attended the conference, and most of them are prepared to appear at public meetings to present their reports.

CIL Fellowships

Canadian Industries Limited announces that, of 17 fellowships provided by the company annually, 14 for students working for their doctorate degrees at various Canadian universities will be raised in value from \$2,000 to \$2,400 each, the award to the student becoming \$2,000 and the grant to the university \$400. The company will continue to provide three fellowships, valued at \$1,200 each, for students working for their master's degrees, with an additional maintenance grant of \$300 to the university. The CIL fellowships will be available at the University of Alberta, University of British Columbia, Dalhousie University, Laval University, Mac-

donald College, University of Manitoba, McGill University (two), McMaster University, University of Montreal, Ontario Agricultural College, University of Ottawa, Queen's University, University of Saskatchewan, University of Toronto (two), and University of Western Ontario.

In addition, CIL provides several fellowships for research in wildlife management. This program continues in force; each qualifying student will again receive \$1,200 and a possible further grant of up to \$1,000 if he undertakes summer research work. The amount given to the university will be \$300.

The Alberta Teachers' Association

Code of Ethics

1. The teacher is courteous, just and professional in all relationships.
2. All testimonials and documents presented by a teacher are truthful and confidential.
3. The teacher strives constantly to improve his educational practice.
4. The teacher avoids interfering between other teachers and pupils.
5. Upon each teacher personally and individually rests the responsibility for reporting through proper channels all matters harmful to the welfare of the school.
6. The teacher regards as confidential, and does not divulge other than through official channels, any information of a personal or domestic nature, concerning either pupils or homes, obtained in the course of his professional duties.
7. Official business is transacted only through properly designated officials.
8. Contracts are respected by both parties and dissolved only by mutual consent or according to the terms prescribed by statute.
9. The teacher does not accept a contract with an employer whose relations with the professional organization are unsatisfactory, without first clearing through head office of The Alberta Teachers' Association.
10. Each teacher is an active participant in the work of his professional organization.
11. The teacher adheres to salary schedules negotiated by his professional organization.
12. The teacher who in his professional capacity is a member of a committee, board, or authority, dealing with education matters or with teacher training or certification, must be elected or appointed by The Alberta Teachers' Association.
13. The teacher refrains from knowingly underbidding fellow-applicants for teaching positions, and refuses to apply for, or to accept, a teaching position before such position has become vacant.
14. No teacher accepts compensation for helping another teacher to get a position or a promotion.
15. Unfavourable criticism of an associate is studiously avoided except when made to proper officials, and then only in confidence and after the associate has been informed of the nature of the criticism.

Central Libraries

R. B. LAYTON

YES! And the time is long overdue! An organized library program in Alberta schools is conspicuous by its absence, in spite of the fact that such service is so essential to our school curriculum.

At Parkallen School in Edmonton, we have now had a central library in operation for more than a year and a half. Parkallen classes, during their weekly library visits, have been developing library skills which add much pleasure and open broader horizons in the years that lie ahead. These children are having a pleasant and a profitable experience with books.

Before we started our central library, each classroom had a book collection of of a sort. There was even a nondescript central book collection. Neither was adequate in quantity or quality; neither was getting the best use.

About April of 1956, our staff decided to develop an organized central library. We had misgivings about how it would work and we soon found that the effort required was much more than we had ever expected, but the result was worth all our time and trouble.

When speaking of a central library, I have in mind a school of ten or more classrooms. At Parkallen, we have 22 rooms, four of which are junior high (two each of Grades VII and VIII). Many educationists might find fault with our central library because they are of the opinion that a central library is not necessary for elementary grades. "We can get along without it," they say. So, too, can a person manage without a

thumb. But how much more can be accomplished when he has this fifth digit!

The Parkallen library is classified on the Dewey Decimal system. Several reasons influenced our decision. This is the organization as used in the city's public high schools. Our pupils, when they reach these higher grades, will find a library system they have already been using. Likewise, the Public Libraries in our city use the Dewey system. Another reason is the availability of a wealth of books, pamphlets, and other aids all based on the Dewey system, ready to assist in the organization and operation of central libraries.

Our first step in setting up the central library was to move extra book shelves into a classroom and to move all the books from other classrooms into this centre, in our case some 1,600. The classification of the books was done with the help of a committee of teachers and students. The classification and the preparation of catalogue cards were the most difficult parts of the work. First to be done were the supplementary readers for Division One. Next was the fiction group. Then an attack was made on the non-fiction books. Each of our books, whether fiction or non-fiction, was marked to indicate its suggested reading level. For our school, we find this information essential and valuable. Although pupils may be in one particular grade, they are not all at the same reading level. A pupil needs a book within his own reading range for successful reading.

Early in December, some three months after our start, most of the books were transferred to our new library room. The fiction books were placed in sections around the room to alternate with non-fiction. This was done to avoid concentration of fiction borrowers at any one spot.

Next, we set about training student-librarians. Each teacher from Grade III up picked three or four student-librarians for his room. These pupils were given some instruction regarding the general organization of the Dewey classification, the distribution of books on the shelves in our library, how the books were processed, and the procedure for charging the books in and out.

During scheduled, weekly half-hour library periods, these student-librarians supervise activity in the library. Only one class is permitted there at a time. Returned books are first checked in. Then new books or renewals are stamped out for a week, our standard loan period. A pupil may take as many books, fiction or otherwise, as he thinks he can read in one week. Of course, these books may be taken home. As the charging is done by the pupils, the teacher is free to assist those who are slow in making a selection.

Pupils and staff are gradually making more use of the card catalogue. For each book there are at least two cards, title and author. Where appropriate, there are subject cards. A fourth type of card, the classified card, is used for non-fiction. Whenever possible, we buy the prepared sets of Wilson printed cards. These save the teacher-librarian a tremendous amount of time.

A cabinet containing filmstrips is also located in our library. For each filmstrip, there is a blue card in the card catalogue. Students and teachers can quickly find what the library has in either books or filmstrips.

If a teacher wishes a block of books for any reason, that teacher may borrow what books she needs for whatever length of time required. At the end of that period, the books, instead of staying idle in the corner of some classroom,

come back to the central library where they are available for further circulation. Teachers now have more, not fewer, books at their disposal.

The Dewey Decimal classification of books does not pose any special problem for elementary pupils. Indeed, most of them seem to appreciate having a book collection which is organized. Each book, then, has a certain place. Some pupils may not even be conscious of the numbers. Others who are more discerning soon learn that the numbers have meaning and are a help when looking for a book.

The space used for our library was not designed as such. Parkallen is most fortunate that the architectural plan of the school was in the shape of an "E". Without the enlarged area on the crossbar of the "H" we could not have had a central library. On the other hand, although we have the space, we have certain problems because of its location. Pupils from either wing troop through and back when they go to the gymnasium, the music room, the nurse's office, the principal's office, and the main store-room.

However, in spite of the traffic, the facilities of our central library are gaining wider use all the time. Our experience is that, once organized, a central library just seems to grow, almost on its own. Our book collection will soon be almost double the figure at June, 1956. Our home and school association has helped in our growth. Most important, our pupils are reading more and more. Get pupils to books, as our scheduled visits do, and they will find the reading habit comes easier. Furthermore, they have the whole school collection from which to choose. How much greater are their chances of getting something of interest at their own reading level! There is much more assistance we wish our library could offer, but the maximum in library service is only possible when a full-time trained librarian is in charge.

Those in Alberta who are interested in the promotion of central school libraries, from the elementary grades up,

are faced by several major problems:

- shortage of personnel trained for school libraries,
- school construction which makes no provision for central library facilities,
- lack of a Department of Education policy regarding school libraries,
- lack of interest in the value and importance of school libraries to the educational program in our province.

Alberta lags sadly behind British Co-

lumbia and Saskatchewan in the development of school libraries. The latter two have made a start: British Columbia in 1929 and Saskatchewan in 1946. Alberta school children will always be 'short-changed' until educational authorities at provincial and local level adopt an active policy in promoting school libraries as an integral part of the school curriculum.

Official Opening, Education Week

Over 250 guests from Edmonton and district, representing 65 educational and lay organizations, met in the Northern Alberta Jubilee Auditorium on Monday evening, March 3, to take part in the second annual Education Week opening ceremonies sponsored by the Alberta Teachers' Association. President Mrs. Inez K. Castleton was chairman.

Alderman Mrs. M. L. Douglas welcomed the guests to the city and emphasized the importance of education in our modern world. Hon. E. C. Manning, Premier of Alberta, proclaimed Education Week officially open. He commended the Alberta Teachers' Association for sponsoring such an important event and emphasized the growing importance of education in our complex society. "Today, more than ever before," Mr. Manning said, "we need a well-rounded educational system consisting of both the sciences and the humanities."

Lister Sinclair, guest speaker and noted Toronto playwright, author, and commentator, claimed that schooling was a basis for education which accumulated over an entire lifetime. Mr. Sinclair observed that information does not necessarily lead to wisdom and thus cannot be classed as education. Training, he thought, is necessary to provide us with the skills of our trade, but a well-trained man is not of necessity an educated man. An educated man, Mr. Sinclair noted,

has three distinctive characteristics. He is able to express himself clearly and accurately in his own language. He tries throughout his life to assess his position in the world in relation to other men and also man's position in the universe. In addition, an educated man must be conversant with at least one of the arts. H. J. M. Ross, past president of the Alberta Teachers' Association, thanked Mr. Sinclair for his searching comparison of schooling, information, training, and education.

Typewriting Teachers Workshop

Dr. Lawrence W. Erickson, head of the Department of Business Education at U.C.L.A., will conduct a workshop for typewriting teachers in Edmonton during the Easter holidays under the auspices of the Edmonton Business Education Teachers. All sessions of this workshop will be open to any and all typing teachers of this province. Any teacher who wishes to register for the workshop should write to Mr. John Yusep, Victoria Composite High School, Edmonton. Tentative dates are April 10 and 11. Dr. Erickson is the co-author of the most widely used typing textbook on this continent.

Financial Report

Auditors' Report

February 14, 1958

**To the Members of
The Alberta Teachers' Association**

We have examined the balance sheet of The Alberta Teachers' Association as at December 31, 1957, and the statement of income and expenditure for the year ended on that date and have obtained all the information and explanations we have required. Our examination included a general review of the accounting procedures and such tests of accounting records and other supporting evidence as we considered necessary in the circumstances.

In our opinion, the accompanying balance sheet and statement of income and expenditure are properly drawn up so as to exhibit a true and correct view of the state of affairs of the Association as of December 31, 1957, and the results of its operations for the year ended on that date, according to the best of our information and the explanations given to us and as shown by the books of the Association.

DELOITTE, PLENDER, HASKINS & SELLS
Chartered Accountants

General Report

Operations for the year 1957 have resulted in a surplus of \$24,124.11 on general account, and a deficit of \$3,786.28 on *The ATA Magazine*, or a net surplus of \$20,337.83.

In accordance with a resolution of the 1957 Annual General Meeting, an amount of \$46,596.65 has been transferred from Surplus to the Special Emergency Fund, leaving a balance of \$20,000.00 in Surplus at that time.

Additions to Fixed Assets during the year totalled \$5,691.24 of which \$3,600.75 was added to Building and \$2,090.49 to Furniture and Equipment. The mortgage to the Teachers' Retirement Fund has been reduced by \$5,019.95 during 1957.

Appropriations to Trust Funds from Revenue in 1957 totalled \$28,717.35, composed of \$13,000.00 from General Revenue and \$15,717.35 from Investment Earnings, the latter being the total investment earnings for the year. Details of the transactions in the Trust Funds during the year are set forth in a schedule attached.

Net cost of operating Barnett House for the year was \$6,604.31 or \$550.36 per month. This amount has been charged as rent for the Association under Office and Administrative Expenditures.

The Association's net assets, or members' equity, now total \$545,992.99 arrived at as follows:

Total assets per balance sheet		\$603,892.46
Deduct:		
Current liabilities	\$11,590.58	
TRF mortgage	46,308.89	
	<hr/>	57,899.47
Net assets or members' equity		<hr/> \$545,992.99

THE ATA MAGAZINE

Revenue and Expenditure Statement

December 31, 1957

Revenue

Advertising	\$ 11,175.60	
Subscriptions	13,967.00	\$ 25,142.60
	<hr/>	

Expenditure

Administration	\$ 1,600.00	
Salaries	4,400.00	
Editors' conference	612.70	\$ 6,612.70
	<hr/>	
Printing of magazine (10 issues)	\$ 17,888.83	
Costs and commissions on advertising	2,404.33	
Postage—magazine	823.02	21,116.18
	<hr/>	
Rent and janitor	1,200.00	28,928.88
	<hr/>	<hr/>

Net Deficit—for year ended December 31, 1957, carried to Income and Expenditure Statement	\$ 3,786.28
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THE ALBERTA TEACHERS' ASSOCIATION

Balance Sheet

December 31, 1957

Assets

Current Assets:

Estimated fees receivable		\$ 25,821.05	
Cash advanced for executive expense		401.96	
Accounts receivable	\$ 2,686.78		
Less allowance for doubtful accounts	200.00	2,486.78	
Prepaid expense: stationery, insurance, postage, etc.		2,088.82	\$ 30,798.11

Fixed Assets:

(at cost except as noted)

	Cost	Accum. Depreciation	Book Value	
Land	\$ 5,112.08		\$ 5,112.08	
Building	162,725.08	\$ 26,581.89	136,143.19	
Office equipment	20,747.76	11,863.63	8,884.13	
Library (nominal value)	1.00		1.00	
	<u>\$188,585.92</u>	<u>\$ 38,445.52</u>		150,140.40

Other Assets:

Professional assistance loans	\$ 5,135.00	
Deposits	615.00	5,750.00

Trust Fund Assets:

Cash in bank		\$ 7,897.65	
Investments:			
Securities (at cost)	\$396,689.18		
F. J. C. Seymour mortgage	2,227.41		
E. J. Ingram mortgage	6,091.85	405,008.44	
Accrued bond interest		4,297.36	417,203.45
			<u>\$603,892.46</u>

THE ALBERTA TEACHERS' ASSOCIATION

Balance Sheet

December 31, 1957

Liabilities

Current Liabilities:

Bank overdraft	\$	974.40	
Accounts payable		1,713.98	
Locals fees payable		8,727.20	
Deposits on salary handbook		630.00	\$ 11,590.58

Long-Term Liability:

4½ % Mortgage to Teachers' Retirement Fund, payable \$600.00 per month including interest			46,308.89
Total liabilities			\$ 57,899.47

Members' Equities:

Unallocated surplus:			
Balance December 31, 1956		\$ 66,596.65	
Less transfer to special emergency fund		46,596.65	
		\$ 20,000.00	
Net surplus for year 1957	\$ 20,337.83		
Write-off of old outstanding cheques	411.85	20,749.68	
Balance December 31, 1957		\$ 40,749.68	
Building fund reserve		81,039.86	
Professional assistance reserve		7,000.00	
Trust fund reserves:			
Scholarships	\$ 23,129.97		
Research	21,132.51		
Library	23,102.04		
Special emergency	227,130.09		
General	122,708.84	417,203.45	
Total members' equities			545,992.99

\$603,892.46

THE ALBERTA TEACHERS' ASSOCIATION

Income and Expenditure Statement

December 31, 1957

Income

Fees	\$207,146.47	
Less transferred to <i>The ATA Magazine</i>	13,500.00	\$193,646.47
Investment earnings		15,717.35
Sale of handbook		55.00
Mimeographing charges		370.76
		<u>\$209,789.58</u>

Expenditure

Office and administration		\$ 62,112.55
Law costs and legal retainer		3,590.00
Publicity		4,332.59
Fall conventions		5,004.15
Fall convention secretaries' meeting		554.07
Banff Workshop	\$ 7,483.44	
Less receipts applied	3,706.55	3,776.89
Principals' leadership course		583.72
Annual general meeting		10,772.13
Emergent general meeting		3,601.27
Executive meetings		8,000.15
General executive expenses		7,151.64
Committees		3,399.22
Salary negotiations		12,751.89
Salary seminar		2,581.63
Provincial salary schedule		9,441.04
Board of reference and grievances		1,896.12
Canadian Teachers' Federation—fees		8,851.00
Economic consultant		500.00
Conferences and conventions		4,176.30
Scholarships	\$ 2,795.00	
Less revenue applied	983.19	1,811.21
Library	\$ 151.17	
Less revenue applied	151.17	-----
Research	\$ 2,000.00	
Less revenue applied	1,939.45	60.55
Trust fund appropriations:		
From general revenue	\$ 13,000.00	
From investment earnings	15,717.35	28,717.35
Professional assistance appropriation		2,000.00
Net General Surplus		<u>\$ 24,124.11</u>
Less Magazine Deficit for Year		3,786.28
Net Surplus , being excess of Income over Expenditure for the year ended December 31, 1957		<u><u>\$ 20,337.83</u></u>

THE ALBERTA TEACHERS' ASSOCIATION

BARNETT HOUSE

Schedule of Rental Costs

December 31, 1957

Revenue

Rentals:

Monarch Life Assurance Company	\$ 6,496.80
Teachers' Retirement Fund	2,000.00
<i>The ATA Magazine</i>	1,200.00

Total Revenue		<u>\$ 9,696.80</u>
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Expenditure

Taxes	\$ 3,150.07	
Insurance	239.16	\$ 3,389.23
	<u> </u>	
Maintenance		3,889.78
Heat		549.00
Light and water	\$ 1,140.24	
Less recoveries	483.12	657.12
	<u> </u>	
Janitor	\$ 2,700.00	
Less recoveries	1,260.00	1,440.00
	<u> </u>	
Total direct expense		\$ 9,925.13
Interest on mortgage		2,180.05
Provision for depreciation at 2½ % of cost		4,195.93
		<u> </u>

Total Expenditure		<u>16,301.11</u>
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Net Cost in Lieu of Rent		<u><u>\$ 6,604.31</u></u>
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THE ALBERTA TEACHERS' ASSOCIATION

Schedule of Trust Fund Reserves

December 31, 1957

	Scholarships	Research	Library	Special Emergency	General	Total
Balance December 31, 1956	\$22,129.97	\$21,132.51	\$21,306.04	\$181,074.61	\$107,911.61	\$353,554.74
Add:						
Clover Bar strike fund receipts				978.00		978.00
Appropriation from surplus				46,596.65		46,596.65
Transfer from supplementary pensions				39.77		39.77
Annual appropriations from revenue	1,000.00	1,000.00	1,000.00		10,000.00	13,000.00
Allocation of investment earnings	983.79	939.45	947.17	8,049.71	4,797.23	15,717.35
	\$24,113.76	\$23,071.96	\$23,253.21	\$236,738.74	\$122,708.84	\$429,886.51
Deduct:						
Expenses charged to reserves	983.79	1,939.45	151.17	9,608.65		12,683.06
Balance December 31, 1957	\$23,129.97	\$21,132.51	\$23,102.04	\$227,130.09	\$122,708.84	\$417,203.45

The forty-first

Annual General Meeting

Over 225 councillors and members of the Alberta Teachers' Association will attend the Association's forty-first Annual General Meeting to be held in the Hotel Palliser, Calgary. Registration will commence at 9 a.m. on Monday, April 7.

General chairman of the sessions will be Mrs. Inez K. Castleton, provincial president. R. F. Staples, vice-president, will be chairman of the Resolutions and Finance Committees.

Eric C. Ansley, general secretary-treasurer, Fred J. C. Seymour, assistant gen-

eral secretary, and W. Roy Eyres and E. J. Ingram, executive assistants, will assist the table officers with arrangements.

The annual banquet will be held on Tuesday and will feature an address by Dr. W. H. Johns, vice-president, University of Alberta.

Topics of interest on the agenda will include teachers' salaries, the Royal Commission on education, and legislation. Some seventy resolutions sponsored by local associations and by the Executive Council will be considered.

AGM Memo

- ✓ Make your hotel reservations early
- ✓ Bring your councillor credential form
- ✓ Study the resolutions to be discussed by the AGM
- ✓ Plan to attend all of the sessions all of the time

Order of Business

Monday, April 7

- 9:00 Registration
- 10:00 Order
 - O Canada
 - Address of welcome
 - Minutes of 1957 Annual General Meeting
 - Appointment of AGM committees
 - Finance, Scrutineers, Resolutions
 - Hearing of fraternal delegates
 - Reports
- 12:00 Adjourn
- 1:30 Resolutions

- 3:15 Recess
- 3:20 Resolutions
- 4:30 Adjourn
- 7:30 Financial report (General Session)

Tuesday, April 8

- 9:30 Resolutions
- Reports
- 10:25 Recess
- 10:30 Resolutions
- 12:00 Adjourn
- 2:00 Resolutions
- 3:15 Recess
- 3:20 Resolutions
- 4:00 Adjourn
- 6:30 Banquet: Address—Dr. W. H. Johns, Vice-President,
University of Alberta

Wednesday, April 9

- 9:30 Reports
- Resolutions
- 10:55 Recess
- 11:00 Resolutions
- 12:00 Adjourn
- 2:00 Resolutions
- 3:15 Recess
- 3:20 Resolutions
- Installation of officers and district representatives

God Save The Queen

Elected to Executive Council The Alberta Teachers' Association

Hugh C. McCall, principal of Stony Plain Memorial High School, was elected district representative for Edmonton District on the Executive Council of The Alberta Teachers' Association in a by-

election held on February 27, 1958. The by-election resulted from the resignation of R. F. Staples, the former district representative, following his election as vice-president of the Association.

President's Column



With the searchlight on education as it is today, teachers and teaching are the subject of searching scrutiny. Generally speaking, most informed people agree that the professional preparation of a teacher is vital to his future success. However, there is not nearly as much uniformity of opinion on how he shall teach what he is to teach.

Today, I think, it is more important than ever before that teachers have a good broad educational background. Our modern complicated curriculum—in itself a mirror of society—is far more demanding that anything teachers faced in the past. The flexibility inherent in so many of our courses calls heavily on the judgment and resourcefulness of each teacher and his colleagues. Diagnostic and remedial techniques, although accepted as necessary to a successful program, are the product of careful training programs. All of this points up the need for careful and complete professional preparation.

One of the encouraging signs of a developing sense of professionalism is the trend to cooperative study projects in a number of our school systems. Superintendents, supervisory and administra-

tive staffs, and teachers are examining critically many of the traditional and opinionative concepts that have been sacrosanct over the years. And some of these they have found to be inadequate if not unsound.

Such study projects or action-research—if the activity can be so named—must surely excite the interest and imagination of career teachers. I have been told that it stimulates professional reading, encourages teachers to take further education, and generally improves the quality of instruction because the teacher is more self-critical.

During the Canadian Conference on Education in Ottawa it was my pleasure to hear Sir Ronald Gould, secretary of the National Union of Teachers, outline what he considered to be essential characteristics of a good teacher. He said that a good teacher must

- know what he is teaching,
- have ability to transmit knowledge,
- have personality, be able to inspire and encourage others,
- have pretension to scholarship — a wide educational background is not only desirable but essential,
- have a moral quality—one need not be a saint, but one must have a faith in one's job and a liking for children.

The listing is deceptively simple. In how many of our schools today do we have teachers who meet all of these requirements? Certainly our present teacher educational requirements are such that people whose academic preparation is marginal, whose ability to teach may be problematical, can and do enter the classrooms of our province.

The least service that can be done for education today is to raise standards for both selection and preparation. Not only will this guarantee future quality, but it might well jar some of us from our comfortable and deep rut and permit us to glimpse the heights to which we can rise. Nothing worthwhile is achieved without constant endeavour.



Official Bulletin, Department of Education

No. 185

Special Certificates in Business Education

The Minister of Education, acting on a recommendation of the Board of Teacher Education and Certification, has approved revised programs leading to special certificates in Business Education, which will come into effect on July 1, 1958. Three new certificates, namely, the Junior, Senior and Advanced Certificates in Business Education will replace the special commercial certificates in subject areas.

No special tests in commercial subjects, nor in Business Education will be given after April 11, 1958. The following commercial certificates will not be issued when the revised Business Education programs come into effect: Junior and Senior Certificates in Bookkeeping, Typewriting, Stenography; Senior and Advanced Certificates in Commercial Subjects.

Part A (New Certificates)

The names of the three new certificates and the requirements for each, in terms of courses offered by the Faculty of Education, University of Alberta, are given in the chart below:

I. Junior Certificate in Business Education

(1) Accounting 1

(2) **Either:**

Education 246 (Typewriting) plus Education 345 (half-course laboratory in Typewriting)

or

Education 346 (Typewriting)

(3) **Either:**

Education 248 (Shorthand) plus

Education 347 (half-course laboratory in Shorthand)

or

Education 348 (Shorthand)

Note: Beginners in Typewriting and Shorthand will take Education 246 and 248 plus the laboratory courses Education 345 and 347; advanced students—those holding credit in Typewriting 20 and Shorthand 20 of the high school or the equivalent thereof—will take Education 346 and 348.

II. Senior Certificate in Business Education

(1) As for the Junior Certificate in Business Education

(2) Education 350 (Office Practice)

(3) Commercial Law 41

III. Advanced Certificate in Business Education

(1) General teaching certificate valid in Grade XII

(2) Senior Certificate in Business Education

(3) Bachelor of Commerce Degree

Part B (Teaching Privileges)

1. A teacher who holds a Junior Certificate in Business Education will be qualified to teach Bookkeeping, Typewriting and Shorthand electives within the grade range of the general certificate held by the teacher.

2. A teacher who holds a Senior or Advanced Certificate in Business Education will be qualified to teach all commercial electives within the grade range of the general certificate held by the teacher.

3. Business Education Electives—Grades IX and X—With respect to Typewriting

ing in Junior High School and to the Grade X electives, Typewriting 10 and Shorthand 10, no direct requirement regarding special certification will be made by Department of Education regulation. It is expected, however, that local administrative officials will exercise care in the allocation of teachers to these subjects. Certain criteria should guide superintendents and principals in the selection of teachers of electives in Grades IX and X. Teachers giving instruction in Typewriting or Shorthand should have—

- (1) (a) Education 246 (teaching Typewriting) or Education 248 (teaching Shorthand), or
- (b) Standing equivalent to Education 246 or Education 248, for instance, a Junior Certificate in Typewriting or Stenography, or
- (c) Standing in two sequent

high school courses in Typewriting or Stenography, or

- (d) Other acceptable credentials.
- (2) An appropriate general teaching certificate.
4. Commercial Certificates—The teaching privileges conferred by special certificates in specific commercial subjects remain unchanged. For instance, a teacher holding a Standard S Certificate and a Senior Certificate in Typewriting is qualified to offer instruction in Typewriting 20.

Part C (Recognition of Existing Commercial Certificates)

1. The following equivalents in Table 1 will assist teachers holding special certification in commercial subjects to determine how their qualifications rate with the requirements for the new certificates in business education. **(These equivalents are for certification purposes only.)**

Table 1

Commercial Certificates	Equivalent under Revised Program (for certification purposes only)
Junior Bookkeeping (if based on Accounting 1)	Accounting 1
Senior Bookkeeping	Accounting 1
Junior Typewriting	Education 246
Senior Typewriting	Education 246-345 (or Education 346)
Junior Stenography	Education 248
Senior Stenography	Education 248-347 (or Education 348)

Note:

- (1) Teachers who have been issued a Junior Certificate in Bookkeeping for the course Accounting 1 are now entitled to a Senior Certificate in Bookkeeping. Application for this exchange should be made to the Registrar, Department of Education, before June 30, 1958.
- (2) Teachers who have passed the special test, Bookkeeping 1, are not eligible for the Senior Certificate in Bookkeeping.
- (3) Teachers holding Junior or Senior Certificates in Bookkeeping, Typewriting, and Shorthand may qualify for the Junior Certificate in Business Education by completing the requirements for which they do not already hold equivalent standing.

2. Table 2 below gives the equivalents between commercial certificates and business education certificates. Teachers holding the necessary commercial

certificates may, upon application, have these exchanged for the new certificates as indicated in the following table.

Table 2

Commercial Certificates	Equivalent Business Education Certificates
Senior Certificates in Typewriting, Bookkeeping and Stenography	Junior Certificate in Business Education
Senior Certificates in Commercial Subjects	Senior Certificate in Business Education
Advanced Certificate in Commercial Subjects	Advanced Certificate in Business Education

Enquiries regarding certification in Business Education should be addressed to Mr. D. R. Cameron, Registrar, Department of Education, Edmonton, Alberta.

Special Certificates in Guidance

The requirements for the Junior and Senior Certificates in Guidance have been revised. The revised programs will come into effect on July 1, 1958. Three courses will be required for the Junior Certificate in Guidance, and four further courses for the Senior Certificate in Guidance. The course requirements and certification requirements are as follows:

1. Junior Certificate in Guidance

(a) Course requirements:

- (i) Education 376 (Educational Psychology)
- (ii) One of:
 - (a) Education 308 (Guidance)
 - (b) Education 310 (Mental Hygiene)
- (iii) One of:
 - (a) The remaining course from item (ii) above
 - (b) Education 474 (Education Clinic)
 - (c) Education 478 (Measurement and Evaluation)

(b) Certification requirements:

Possession of an Alberta permanent teaching certificate.

Note: Education 308 is recommended for persons intending to be counsellors in the secondary schools, and Education 310 for teachers in the elementary or secondary schools who are interested in Guidance.

2. Senior Certificate in Guidance

(a) Course requirements:

- (i) Education 474-574 (Education Clinic)
or
Education 510 (Counselling Education)
- (ii) Education 508 (Organization and Administration of the Guidance Program)
or
Education 526 (Educational Supervision)
- (iii) Education 478 (Measurement and Evaluation)
and
Education 576 (Introduction to Educational Research)
or
Mathematics 45 (Statistics) and Education 578 (Advanced Testing and Measurement)

(b) Certification and experience requirements:

- (i) Possession of a Junior Certificate in Guidance
- (ii) Possession of a permanent Alberta teacher's certificate valid up to and including Grade XII
- (iii) Two years' experience as a counsellor (or equivalent experience) approved by the Provincial Supervisor of Guidance.

Note: If Education 474 has been included for the Junior Certificate, credit in Education 510, or an approved alternative, must be secured.

Special Certificates in Educational Administration

A revised program leading to the Special Certificate in Administration, to become effective July 1, 1958, has been set up as follows:

(a) Course requirements:

- (i) Education 564 (Administrative Duties of Principals and Superintendents)
- (ii) Two of:
Education 560 (Administration of Public Education in Canada)
Education 562 (Principles of Educational Administration)
Education 566 (Educational Finance)
- (iii) One additional senior or graduate course from a related field in Education or Arts and Science, this course to be selected in consultation with the Division of Educational Administration and Supervision

(b) Certification requirements:

Possession of a permanent Alberta teacher's certificate valid up to and including Grade XII.

Essay Competition

An essay competition is being sponsored by the New York Life Insurance

Company, Canadian Division, to mark its hundredth year of service in Canada. This Company is offering 30 scholarship awards for this competition, totalling \$6,500 to Canadian high school students.

Students from each of the ten geographical areas in Canada, of approximately equal population, will share in the award of ten first prizes of \$350 each, ten second prizes of \$200 each, and ten third prizes of \$100 each. A grand prize will be awarded to one of the top ten entries, which means besides the \$350 regular scholarship award the winner will have a trip to Ottawa, Toronto, or other main centre. On this trip the winner will make a tour through the industries or institutions in which he is especially interested from the career point of view. He will also visit the Canadian National Exhibition.

The subject of the essay competition is "My Career in Canada during the next 25 years".

The competition is open to all students taking courses in Grades X, XI and XII. The length of the essay may vary from 1,000 words to 2,000 words or more, but conciseness will be a factor in judging.

The entry form must be completed and sent together with the student's essay, postmarked not later than May 1, 1958, to Career Forecast, New York Life Insurance Company, 320 Bay Street, Toronto. Interested students should take immediate steps to obtain entry forms.

Graduate Assistantships

The Ontario College of Education, University of Toronto, announces two graduate assistantships available in the 1958-59 session for full-time students proceeding to advanced degrees. They carry stipends of up to \$2,000. Further details and a calendar of courses leading to graduate degrees in education may be obtained from the Supervisor of Graduate Studies, Ontario College of Education, 371 Bloor Street West, Toronto 5, Ontario.

School Liability Insurance

ALBERTA REGULATION 795/57

Regulations under *The School Act*

(Order-in-Council 2006/57)

Filed December 31, 1957

1. The form of policy, in accordance with Schedule A, is prescribed as the minimum form of insurance coverage to be effected by any school board.
2. The minimum limits of such coverage are:
 - (a) In the case of a school board employing not more than two teachers, ten thousand dollars (\$10,000.00) for injury to one person or twenty thousand dollars (\$20,000.00) for injury to more than one person in any one occurrence, and two thousand dollars (\$2,000.00) for damage to the property of other persons;
 - (b) in the case of a school board employing more than two teachers, fifty thousand dollars (\$50,000.00) for injury to one person or one hundred thousand dollars (\$100,000.00) for injury to more than one person in any one occurrence, and ten thousand dollars (\$10,000.00) for damage to the property of other persons.

Schedule A

Liability Insurance Policy

(Hereinafter Called the Insurer)

In Consideration of the premium herein specified and of the declarations forming a part hereof

DOES HEREBY AGREE

with the Insured named and designated as such in the said Declarations:—

INSURING AGREEMENTS

I. Coverage A—Bodily Injury Liability Insurance

Insuring Clause

THE INSURER AGREES:

To indemnify the Insured against loss by reason of the liability imposed by law upon the Insured (or liability assumed by the Insured under any agreement) for damages including damages for care and loss of services, because of bodily injury, sickness, or disease, including death at any time resulting therefrom, sustained by any person, and occurring during the policy period.

Exclusions

Unless otherwise specifically written in or endorsed on this policy, said policy shall not cover against liability arising out of

1. Bodily injury, sickness, or disease, including death at any time resulting therefrom, sustained by any employee of the Insured while engaged in his duties as such, other than that assumed under any agreement;
2. The ownership, use or operation by or on behalf of the Insured of:—
 - (a) any self-propelled land motor vehicles, trailers or semi-trailers while attached thereto or unattached (including accessories and equipment

In accordance with Section 181(c) of *The School Act* the form of policy and minimum limits of liability insurance coverage to be carried by all school boards have been set out in Order-in-Council 2006/57. Local associations of the Alberta Teachers' Association are advised that these limits are minimums only and that higher limits may, and probably should, be a matter for negotiation with individual school boards. Local associations should also check with school boards to determine whether or not such liability insurance has been effected according to prescribed regulations.

while attached thereto or mounted thereon) other than any of the following or their trailers, accessories and equipment:

- (i) vehicles of the crawler type (other than snowmobiles);
 - (ii) tractors (other than road transport tractors designated to haul trailers or semi-trailers), road rollers, graders, scrapers, bulldozers, paving machines and concrete mixers (other than concrete mixers of the mix-in-transit type);
 - (iii) other construction machinery or equipment mounted on wheels but not self-propelled while not attached to any self-propelled land motor vehicles;
 - (iv) self-propelled land motor vehicles used solely on the premises of the Insured;
- (b) aircraft or watercraft;
3. Bodily injury, sickness, or disease, including death at any time resulting therefrom, caused intentionally by or at the direction of the Insured.

II. Coverage B—Property Damage Liability Insurance

Insuring Clause

THE INSURER AGREES:

To indemnify the Insured, against loss by reason of the liability imposed by law upon the Insured or assumed by the Insured under any agreement because of damage to or destruction of property including loss of use thereof, caused solely and directly by accident occurring during the policy period.

Exclusions

Unless otherwise specifically written in or endorsed on this policy, said policy shall not cover against liability:

- 1. Arising out of
 - (a) The ownership, use or operation by or on behalf of the Insured of:
 - I. any self-propelled land motor vehicles, trailers, or semi-trailers while attached thereto or unattached (including accessories and equipment while attached thereto or mounted thereon) other than any of the following or their trailers, accessories and equipment:
 - (i) vehicles of the crawler type (other than snowmobiles);
 - (ii) tractors (other than road transport tractors designed to haul trailers or semi-trailers), road rollers, graders, scrapers, bulldozers, paving machines and concrete mixers (other than concrete mixers of the mix-in-transit type);

(iii) other construction machinery or equipment mounted on wheels but not self-propelled while not attached to any self-propelled land motor vehicle;

(iv) self-propelled land motor vehicles used solely on the premises of the Insured; or

II. aircraft or watercraft.

(b) the use of explosives, the moving, shoring, underpinning, raising or demolition of any building or structure, pile driving, caisson work and building collapse due to excavation.

2. For damage to or destruction of, or loss of use of

(a) property owned or occupied by or leased to the Insured; or

(b) any other property used by or in the care, custody or control of the insured other than with respect to liability assumed under any side-track agreement or elevator or escalator agreement; or

(c) any personal property or any fixtures as a result of any work performed thereon, by the Insured or anyone on his behalf;

(d) goods or products manufactured, sold, handled or distributed by the Insured; or

(e) a work done by or for the Insured where the cause of the accident is defect in such work;

(f) any building or structure caused by the removal or rebuilding of any structural support thereof.

ADDITIONAL INSURING AGREEMENTS

The Insurer further agrees, as respects insurance afforded by this policy,

Additional Insureds

(1) to insure in the same manner and to the same extent while acting within the scope of his duties as such;

(i) Any member or officer of its Board of Trustees or Council or School Committee, and

(ii) Any school superintendent or assistant school superintendent and

(iii) Any employee of the Named Insurer while acting within the scope of his duties as such, and

(iv) Any school inspector or supervisor, and

(v) Any agent of the Named Insured having care, custody or control of the property or operations of the Named Insured.

It is expressly understood and agreed that, subject in all respects to the terms, conditions, agreements, and limitations of the policy, the Insurer's total liability hereunder to either or all of the insured shall in no event exceed the limits named herein.

Service

(2) To Serve the Insured upon notice of such injuries by such investigation thereof or by such negotiation or settlement of any resulting claims as may be deemed expedient by the Insurer.

Defence

(3) To Defend in the name and on behalf of the Insured any suits which may at any time be brought against him on account of such injuries (including suits alleging such injuries and demanding damages therefor, although such suits, allegations or demands are wholly groundless, false or fraudulent), unless the Insurer shall elect to settle suits, allegations or demands.

Expense

- (4) To Pay all costs taxed against the Insured in any legal proceeding defended by the Insurer and all interest accruing after entry of judgment upon such part of same as is not in excess of the Insurer's limit of liability as herein expressed.

First Aid

- (5) To Reimburse the Insured for the expense incurred in providing such immediate surgical relief as is imperative at the time such injuries are sustained.

CONDITIONS

Policy Period

- A. The Policy Period shall be as stated in the declarations, and this Policy shall apply only to occurrences, or accidents, as insured, occurring within that period.

Limits of Liability

- B. 1. The liability of the Insurer in respect of injury to or death of any one person shall be limited to _____ Dollars (\$_____), (exclusive of interests and costs), and subject to that limit for each person the Insurer's total liability on account of any one occurrence causing injury or death to more than one person shall be limited to _____ Dollars (\$_____), (exclusive of interests and costs).
2. The Insurer's liability for the indemnity provided in the property damage Insuring Clause shall in no event exceed the sum of _____ Dollars (\$_____), (exclusive of interests and costs), for any one accident or series of accidents, arising out of one cause resulting in the damage to or destruction of property of one or more claimants.

Notice to Insurer

- C. The named Insured shall give to the Insurer or its duly authorized agent, written notice with all available particulars of any occurrence involving injuries, death or property damage and of any claim made on account thereof and shall forward immediately to the Insurer every writ, letter, document or advice received from on on behalf of the claimant.

Co-operation

- D. The Insured shall not voluntarily assume any liability or settle any claim except at the insured's own cost. The Insured shall not interfere in any negotiations for settlement or in any legal proceeding, but whenever requested by the Insurer shall aid in securing information and evidence and the attendance of any witnesses, and shall co-operate with the Insurer (except in a pecuniary way) in all matters which the Insurer deems necessary in the defence of any suit or in the prosecution of any appeal.

Recovery

- E. No action to recover shall lie against the Insurer unless the foregoing requirements are complied with and unless such action is brought after the amount of the loss shall have been ascertained either by a judgment against the Insured after trial of the issue or by agreement between the parties with the written consent of the Insurer; nor in either event unless such action is brought within one year thereafter.

Subsisting Insurance

- F. If at the time of an occurrence involving bodily injuries or death, or an accident involving property damage there is any other insurance, whether valid or not, covering said occurrence or accident, or any portion thereof, which would have been in force if this insurance had not been effected,

the Insurer will be liable only for its rateable proportion of such loss or damage.

Subrogation

- G. The Insurer on paying the loss shall be subrogated to the extent of such payment to all right of recovery against any third party, and on effecting such payment or assuming liability shall be entitled to and may require from the Insured a transfer of his rights against such party, and the Insured shall execute all papers and shall co-operate with the Insurer to secure to it such rights.

Cancellation

- H. This policy may be cancelled by the Named Insured by mailing to the Insurer written notice stating when thereafter such cancellation shall be effective. This Policy may be cancelled by the Insurer by mailing to the Named Insured at the address shown in this Policy written notice stating when not less than fifteen (15) days thereafter such cancellation shall be effective. The mailing of notice as aforesaid shall be sufficient proof of notice and the effective date (and hour) of cancellation stated in the notice shall become the end of the policy period. Delivery of such written notice either by the Named Insured or by the Insurer shall be equivalent to mailing.

If the Named Insured cancels, earned premium shall be computed in accordance with the customary short rule table and procedure. If the Insurer cancels, earned premium shall be computed pro rata. Premium adjustment may be made at the time cancellation is effected and, if not then made, shall be made as soon as practicable after cancellation becomes effective. The Insurer's cheque or the cheque of its representative mailed or delivered as aforesaid shall be a sufficient tender of any refund of premium due to the Named Insured.

Waiver

- I. No condition or provision of the Policy, either in whole or in part, shall be deemed to have been waived or altered by the Insurer, unless the waiver is clearly expressed in writing signed by the Insurer.

Assignment

- J. No assignment of interest under this Policy shall be binding upon the Insurer, unless such assignment is consented to by endorsement, signed by an authorized official of the Insurer.

Notice

- K. Any written notice to the Insurer may be delivered or sent by registered post to the Insurer. Written notice may be given to the Insured by letter personally delivered to him or by registered letter addressed to him at his last post office address notified to the Insurer, or where no address is notified and the address is not known, addressed to him at the post office of the agency, if any, from which the application was received.

Specific Statutory Provisions

- L. If any condition of this Policy relating to the limitation of time for notice of occurrence or accident, or for any legal proceeding is at variance with any specific statutory provision which would otherwise inure to the benefit of the Insured, such specific statutory provision shall be substituted for such condition.

Inspection

- M. The Insurer shall be permitted, at all reasonable times during the Policy Period to inspect the subjects insured under this Policy, and to examine the Insured's books at any time, so far as they relate to this insurance.

The Insured

- N. The personal pronoun herein used to refer to the Insured shall apply regardless of number or gender.

Declarations

- O. The Declarations attached hereto, except such as are matters of estimate only, the Insured, by the acceptance of this policy, admits and declares to be true and the Policy is issued relying on the truth thereof.
- P. The terms and conditions of this form override and take the place of those of the printed policy to which it is attached, wherever they conflict therewith, otherwise the terms and conditions of the printed policy are to remain in full force and effect.

Territorial Limits

- Q. This Policy applies only to accidents which occur during the Policy Period within the Dominion of Canada or the United States of North America (exclusive of Alaska).

Declarations

- R. The Insured by the acceptance of this Policy declares the several statements in the Declarations hereby made a part hereof to be true; and this Policy is issued upon such statements and in consideration of the premium as in this Policy provided.

University Scholarship Contest

Johnson & Johnson Limited is sponsoring for the second year a university scholarship contest, in conjunction with its U.S. associate company. The total value of scholarships awarded amounts to \$75,000. Last year's contest produced six Canadian scholarship winners who were awarded paid-up education policies having a total value of \$8,500.

Grand prize in the scholarship contest for the best 50-word essay on "A Good Education is Important Because ..." is a \$10,000 paid-up policy for education. There are two second prizes having a value of \$5,000 each. Other policies range from \$2,500 to \$1,000. A

total of 49 paid-up policies is being offered. Entries this year will again be judged by eminent Canadians, along with a panel of leading American educational authorities.

The contest, which runs until May 5, 1958, is open to any Canadian of any age through use of an official entry blank available at retail outlets throughout the country. However, only those younger than twenty years and one month as of May 15, 1958, are eligible to receive a prize. Contestants over that age must designate a person under twenty years and one month as their beneficiary.

Red Cross Aquatic Courses

Red Cross aquatic courses will be held in Calgary and Edmonton during the week of April 7 to 12. These schools are designed to train men and women in the organization of aquatic programs, the supervision of pools and waterfronts, and the skills of water safety. The schools are divided into two sections, one to

train instructors, the second for senior leaders. Registration fee for instructor candidates is \$10, while a \$5 fee is payable by senior leader candidates. Further information may be obtained from Water Safety Service at Red Cross House, 9931 - 106 Street, Edmonton.

STUDENTS' UNION OF THE UNIVERSITY OF ALBERTA

SUMMER SESSION

Statement of Revenue and Expenditure

October 31, 1957

Revenue

Fees	
Building fund, see contra	\$5,218.96
General	2,087.58
Evergreen and Gold, see contra	394.25
Dances	339.00
Tours	304.50
Swimming	153.00
	<hr/>
	\$8,497.29

Expenditure

Athletics—

Badmington	15.00	
Dancing	20.00	
Fastball	74.85	
Recreation director	250.00	
Swimming	158.00	
Tennis	10.00	
	<hr/>	\$ 527.85

Entertainment—

Dances	\$ 417.57	
Teas, etc.	144.02	
Tours	327.50	
	<hr/>	889.09

Students' Union Building Fund, see contra

Loan repayment fund	\$3,131.38	
Building operating fund	2,087.58	
	<hr/>	5,218.96

Purchase of Evergreen and Gold, see contra 394.25

Administration and sundry—

General expense	\$ 464.36	
Evergreen and Gold pages, etc.	132.20	
Honoraria	325.00	
Bulletin expense, net	172.57	
	<hr/>	1,094.13

8,124.28

Excess of revenue over expenditure for the year

\$ 372.99

Balance Sheet

October 31, 1957

Assets

Current—

Cash on deposit with the University of Alberta	\$2,203.00
--	------------

Fixed—

Office equipment	\$ 46.25
------------------	----------

Sports equipment	227.40
------------------	--------

\$ 273.65

Less provision for depreciation	272.65
---------------------------------	--------

1.00

\$2,204.00

Liabilities

Surplus—

Balance as at October 31, 1956	\$1,831.01
--------------------------------	------------

Add excess of revenue over expenditure for the 1957 session	372.99
---	--------

\$2,204.00

Edmonton, Alberta, January 21, 1958

I have examined the accounts of the Students' Union of the University of Alberta Summer Session for the year ended October 31, 1957, and have received all the information and explanations I have required.

In my opinion, the above balance sheet is properly drawn up so as to exhibit the true financial position of the Union as at October 31, 1957 according to the information and explanations given to me and as shown by the books of the Union, and the accompanying statement of revenue and expenditure correctly sets forth the results of operations for the year ended at that date.

M. A. ROUSELL

Chartered Accountant, Auditor

NEWS *from* our Locals

Beaverlodge-Elmworth- Wembley Sublocal

The regular sublocal meeting was held on February 20 at the Beaverlodge School. Reports were given by members of the committee investigating group medical insurance possibilities, and it was decided to request an opinion from each teacher regarding interest in MSI to determine whether the necessary 75 percent are in favour of participation in a group plan. Mrs. D. Dalgleish reported on the recent Grande Prairie Local meeting. The possibility of school contribution to the night program for the Grande Prairie County Fair was discussed, but it was decided that such contribution should be the responsibility of the community, which would be free to present any items used through the school year. An interesting discussion followed the business meeting when questions were picked from the 'question box'. They concerned the grouping of slow learners in one classroom and the form of progress reports to parents.

Bonnyville Sublocal

The sublocal is operating during the current year under the presidency of J. A. N. Marcotte. A. Jorgensen is vice-president, Miss M. Bala, secretary-treasurer, and G. Moquin, councillor to the local and publicity officer. The third regular meeting held on February 4 featured a panel discussion by six teachers — Mrs. Kissell, Mrs. McLean, Mrs. Stevens, Miss Netter, Miss Hetu, and Mr. Jorgensen—on the promotion of effective study habits and the motivation of capable but indifferent or slothful students.

Calgary Northeast Sublocal

Teachers present at the sublocal meeting on January 16 drafted a resolution regarding the present central library system. Guest speakers at the meeting were Dr. T. Finn and Miss B. M. Newton, professors at the Calgary Branch of the University of Alberta. Miss Newton, with Mrs. E. I. Blaney, Mrs. M. A. Micklethwaite, and Mrs. D. Wright, were members of a panel on remedial reading. The panel recommended that remedial work start as soon as poor reading by a student is noted. The teacher can begin to work first on what the student knows, then on what he does not know. Dr. Finn discussed evaluating and testing in junior and senior high school.

Chauvin Sublocal

The sublocal was organized in October and includes teachers from St. Aubin's Separate, Chauvin, and Ribstone Schools. Regular meetings have been held in all three schools. Health insurance plans, language testing, and spring track meet arrangements have been important items of discussion.

Clive-Satinwood Sublocal

Thirteen members were present at the sublocal meeting in the Clive School on January 22. A copy of the model constitution was read, discussed, and adopted with the exception of one clause which was deleted. Public relations and standardized tests were also discussed. Charles Clark was elected as a member of the sports committee. Main topic of the evening was the teaching of spelling and the members discussed helpful teaching methods.

Dickson-Markerville Sublocal

Ten members and two visitors attended the supper meeting of the sublocal held on February 4. Bill Mewha and Mrs. Phyllis Johansson were host and hostess. A discussion on discipline was led by Mr. Mewha. The guest speaker was Miss Helen Moseson, clothing design director of the Department of Extension, Univer-

TEACH IN CANADA'S NORTHLAND

Positions in the schools of the Northwest Territories offer a stimulating experience and opportunity for professional growth. Teachers interested in implementing the integration of Indians and Eskimos into a new culture must have great reserves of initiative, resourcefulness and adaptability. Flexibility and appreciation of native mores and values is also important.

Duties: Regular teaching duties, including adult education, are paramount. Teachers are also responsible for assisting with community recreation and welfare. In the more isolated settlements, community organization is the responsibility of the teacher.

Qualifications: All teachers must have a valid First Class Certificate. Preference is given to teachers with degrees, or additional training, in social work, recreation, guidance, primary teaching, adult education, sociology, social and cultural anthropology.

Present Salary Schedule: (An upwards revision of this schedule is under consideration.) Teachers are employed on a twelve-month basis, with three weeks' holiday with pay.

Range: \$3,100-\$5,260.

Increments: \$180 per annum, maximum of five years previous experience is allowed.

Training: \$100 per annum for each year of university.

Special Allowances: \$300 per annum for Industrial Arts and Home Economics.

Supervision: A few principalships and vice-principalships are available, with allowances up to \$1,200 and \$500 per annum respectively.

Northern Allowance: Allowances, in addition to salary, are \$900 (\$1,200 District of Franklin) for single teachers, and \$1,500 (\$2,100 District of Franklin) for married teachers.

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Miss Lillian Watson
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sity of Alberta. Miss Moseson attended school in Stockholm and has visited other Scandinavian countries. It is her opinion that Americans lag behind Europeans in design. European designs, she said, are generally geometric, whereas American designs are too elaborate and out of proportion. Examples of good and poor designs were shown. Designs, Miss Moseson said, should suit the shape of the article and its purpose, and she gave a few suggestions for classroom application.

Fairview Local

Local members held their regular meeting on February 1 at Worsley Central School and discussed the possibilities of a housing scheme for teachers in towns. Reports were given about health insurance plans by E. Guertin, concerning the regional track meet by N. Blaskevits, and on the Royal Commission investigating a uniform salary schedule for teachers by R. Klappstein. It was decided to present a resolution to the Annual General Meeting regarding the need for higher standards in Grade IX examinations. The preparation of a brief on local conditions for presentation to the Royal Commission on education was considered. It was decided that Secretary-Treasurer Mrs. A. Chelich should attend the local secretaries' meeting to be held at head office in March. R. Blacklock and his committee presented the proposed salary schedule for 1958-59.

Flagstaff Sublocal

Sublocal members were entertained on November 19 by the Galahad teachers under the chairmanship of J. L. Voloshin. Len Thomas reported on and previewed a film on basketball. After some discussion purchase of the film was tabled until other films could be previewed. In spite of stormy weather, 18 sublocal members met at the Alliance School on January 21. It was noted that N. Dawson of the sublocal group was elected as councillor at the Killam Local meeting in December. E. Halina and L. Ouellette reported on progress in enroll-

ing members for the MSI scheme. Inter-school curling and the Education Week program came in for discussion and planning. A congratulatory letter was drafted to former Superintendent O. Massing who was recently appointed as high school inspector.

Hythe-Valhalla-La Glace Sublocal

Eighteen teachers attended the regular meeting on January 23 at La Glace. Under the chairmanship of Mrs. R. Dolemo, routine business was given attention. Mrs. L. Hanson was appointed press correspondent. Mrs. M. Lowe, sublocal representative, gave a very comprehensive report of the January local meeting. In considering her report the sublocal approved all the resolutions submitted to the local except that recommending that principals of eight-room schools should be full-time administrators. Members felt that the administrative duties of an eight-room school were not onerous enough to warrant a full-time administrator. Mrs. Lowe informed the meeting that David Wiebe had been awarded the local bursary for this year. In Mrs. Gray's report of the convention committee meeting she informed the teachers that the 1958 convention would definitely be held on Thursday and Friday and that it would take the form of a combination lecture-workshop with the theme, English-Social. A brisk discussion of two news reports which had appeared in the press intensified the belief that certain items were misleading and endangered the good relationships between the board and teachers and between teachers and public.

Lindsay Thurber Composite High School Sublocal

The future of their school was the discussion topic of sublocal members at their February meeting. As a result of a request by the board of the Red Deer School Division No. 35, students from the City of Red Deer who now receive instruction at the school are to be withdrawn in September, 1959, when the city board hopes to have a new high school

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built. The resulting possibility of Lindsay Thurber School losing its composite character has caused concern among the staff. Charles H. Campbell circulated a questionnaire to ascertain the feelings of the teachers, and the results disclosed overwhelming support for the continuance of the high school on its present basis. Principal D. C. Dandell gave a brief history of the school and said that, since the introduction of the three-term year, 8,839 individual Grade XII papers have been written and 6,711 pupils have gained "B" standing or better. This gave a pass average of 76 percent over the year, compared to a provincial average of 60 percent. The future of the school is creating a great deal of interest in the area, particularly among home and school associations.

Neutral Hills Local

Twenty-two members attended the regular local meeting held in the Consort School on February 4. It was de-

cided that the Veteran staff should be reimbursed for expenses in connection with the Christmas party. Further investigation is to be carried on respecting suitable group insurance schemes. Bonspiel preparations are once again in full swing.

Picardville Sublocal

Thirteen members were present at the sublocal meeting on January 21 in Busby. A. B. Hickox reported on news of the local association. Discussion followed concerning the MSI plan, salary negotiations, nominations for the position of district representative, and the Cameron and Blackstock Royal Commissions.

Ponoka Local

A meeting of the local was held in the Crestomere School on February 10. Chief items of business were the local bonspiel, revision of the local's constitution, and the report of the economic committee which was presented by R. Miller. District Representative D. A.

Prescott was present and spoke about the Royal Commission investigating a uniform salary schedule for teachers and answered many questions.

Ponoka Sublocal

The regular January sublocal meeting was held in the Ponoka School Home Economics Room with L. Voghell in the chair. Mrs. M. Meiklejohn and Mr. Voghell reported on the language workshop held in Wetaskiwin, and Mrs. Margaret Massing gave an account of her trip to the Banff Conference.

W. Bodnaruk skipped his rink to victory in the sublocal bonspiel held on February 15. His able assistants were Ruth Larson, third, Don Hunt, second, and Edith Voghell, lead. Ten rinks were entered and each played four games.

Radway-Egremont-Redwater Sublocal

Sublocal officers were elected at a meeting in November and are: J. Small, president; D. Kolasa, vice-president; I.

Boyko, secretary; A. J. Styra and D. Muzyka, councillors; and N. Prather, press correspondent. At the second meeting held on January 28 at Egremont, members discussed the newly adopted group health insurance scheme. The salary committee is to reopen negotiations to ask for salary schedule increases at minima and maxima and for revisions in the supervision allowance and other clauses so that they meet the present needs of teachers.

Red Deer Rural Sublocal

Nineteen members attended the regular sublocal meeting held at the River Glen School on February 19. D. B. Hughes reported on the public relations committee's plans for Education Week, which included newspaper articles and TV programs and a banquet at the Holiday Inn. District Representative D. A. Prescott presented proposals for changing the Association's fee structure which will be discussed at the Annual General Meeting. He also reported the British

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Columbia Teachers' Federation request for support in its stand against the 'fixing' of salaries by the British Columbia School Trustees' Association. The meeting then broke into discussion groups. One group discussed discipline problems and the spread between the courses for Grade II and Grade III. The second group listed several worthwhile enterprise culminations; these ideas are being prepared for distribution to interested teachers. In the third group discussions were on the Code of Ethics, a college of teachers, and pension matters.

Smoky Lake, Warspite, Waskatenau Sublocal

Superintendent H. A. Kostash spoke at the sublocal meeting on January 23 about his trip to the east and the educational conference he attended there. A panel discussion on science, and particularly the teachers' experience with the new elementary science program, is planned for the next meeting.

Spirit River Local

The regular local meeting held at Rycroft on January 17 was attended by 40 teachers. It was announced that Verna Nagel of Heart Valley had won the Spirit River Local scholarship. Runners-up were Nick Urhyn and Alex Myzuka. All had very close averages. Group insurance was discussed and a committee was set up to investigate the MSI scheme and to distribute information to all teachers. Members were asked to support the local's nomination of Mrs. Inez K. Castleton as president, R. F. Staples as vice-president, and R. E. Bean as district representative at the Easter elections for the Executive Council. S. C. Knox reported on the economic committee meeting at Grande Prairie, and a proposed salary schedule was discussed and accepted as a basis for negotiations. Elected to the negotiating committee were Mr. Knox, H. P. Hennig, and S. C. Wishloff.

Stony Plain-Spruce Grove Sublocal

At the regular sublocal meeting on February 10, L. Reynolds reported on the

last meeting of the Stony Plain Local. Highlights had been the approval of the sublocal's nomination of Hugh McCall as candidate for geographic representative for Edmonton District on the Executive Council, and discussion of the sublocal's motions that the local make sublocal grants on the basis of \$1 a member, and that sublocals with over 50 members be allowed two representatives on the local executive. G. Carmichael of Spruce Grove was elected as the second local representative. The president reported that W. R. Eyres of head office had recommended the adoption of a new constitution and had sent a model constitution for consideration. It was approved with a few changes to meet local conditions. The possibility of a sublocal bonspiel was discussed and G. Popil was authorized to organize one for early March.

Sundre Sublocal

The sublocal held its regular meeting on February 17. There was some discussion regarding the annual musical festival to be held in late March. Mrs. Jean Gochee gave an interesting account of the science institute for Division II held in Didsbury on February 7 under the direction of Superintendent S. W. Hooper, and a good discussion period followed.

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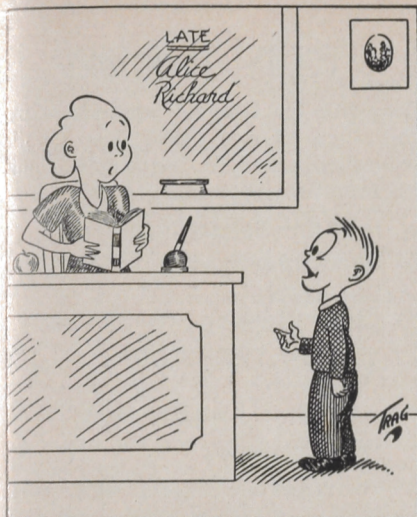
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Teachers planning to attend the Summer Session should note carefully the following excerpts from the Summer Session Announcement.

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- The deadline for registration is April 30.
- Students who complete advance registration not later than March 31 will be granted a reduction in tuition fees of \$5 per course.

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The Byline Beat

(Continued from Page 4)

the listing "In Memory". Our sincere apology for the unfortunate errors.

We asked Ernie Ingram to tell you about the Canadian Conference on Education in this issue. His article "Education Emphasized" indicates that the two burning problems before the conference were money and teachers. ATA delegates included president Inez K. Castleton, vice-president R. F. Staples, past-president H. J. M. Ross, general secretary E. C. Ansley and executive assistant E. J. Ingram. Ernie was secretary of the Alberta Committee which planned and developed the Alberta contribution to our first national conference of laymen and educators.

Bob Layton is a man with a mission. He thinks that our schools are being short-changed in library facilities. The Parkallen Library he describes is really something to behold. Not because it has rows and rows of books and smart and functional appointments. When we saw it the shelves were almost bare. Most of the books were out on loan. Another day we saw some of the children operating their library with all the despatch of their adult counterparts. Drop a line to Bob at Parkallen if you want more information. We can guarantee you will get all you want, plus.

All about school liability insurance in this issue. It may be a little dull to read, but it is information about the type of liability policy your school board should carry to protect you, the teacher.

We hope that locals will save time in one of their meetings for reports from their AGM Councillors. Those of you who will have a few days to yourselves during the Easter vacation and are in Calgary should drop around to the Palliser where the forty-first AGM will be in session, April 7, 8 and 9.

Published in this issue is the Financial Report of the Association.

Teachers of business education will be interested in the Official Bulletin which carries details about revised special certification in business education to take effect July 1, 1958.

No "brickbats" or "bouquets" from our readers this month. Maybe this means that you are too busy to write or too tired to care. Let's hope it doesn't mean that you haven't been reading your magazine. How about taking a few minutes of your time to toss off a comment or two to your editor. Tell us what you like, what you don't like and make a few suggestions for improvement. Now that we've stuck our chin out, have at it.

FJCS.

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You may want to know more about the career opportunities the Canadian Army can offer the young man of today. Here, in brief, are some of the more important career possibilities:

Officer Careers

Regular Officer Training Plan

This plan, which applies to all three services, the Army, the Navy and the Air Force, provides for the training of young men as officers for the Regular Forces. It offers young men between 16 and 21, with matriculation credits, an opportunity to obtain a College education at one of the Canadian Services Colleges, or at one of several selected Canadian Universities and affiliated Colleges. The plan is financed by the Department of National Defence. All tuition costs are paid, and allowances made to meet other expenses incurred in obtaining a college education. Uniforms, medical and dental care, food and lodgings or allowances in lieu, are provided. Students also receive pay while learning. Successful completion of this programme qualifies Army Cadets as Lieutenants in the Regular Army and prepares them for a sound military career. Applications must be made before July 1st annually.

Soldier Apprentice Careers

The Soldier Apprentice Plan

Each year the Canadian Army offers a limited number of young men of sixteen the opportunity to combine trades train-

ing with military training, and at the same time, improve their academic standing. Apprentices train for two years under the steady and careful supervision of picked civilian and military instructors, and, depending upon their interests and abilities, apprentices are taught one of the twenty-two trades offered.

Apprentices receive half pay until they are 17 years of age and then full pay.

A new class starts each September, however, young men may apply at any time. The minimum educational requirement is Grade 8.

Regular Soldier Opportunities Three Year Enlistments

For the young man who cannot take advantage of the Regular Officer and Soldier Apprentice Training Plans there are many worthwhile opportunities available through regular enlistment in the Canadian Army. The initial enlistment is for three years, years which will be the greatest years of his life and full of worthwhile training, travel and adventure. It is a healthy outdoor life with the pleasure of companionship of young men. Self discipline and how to manage men are taught along with many useful skills. This is fine training to prepare a young man for responsibilities he will meet if he returns to civilian life, or for his career in the Army if he chooses to stay. Applicants must be 17-40 and able to meet Army test requirements.

If you would like an Army officer to address your class or school on the opportunities available in the Canadian Army, please write:

Army Headquarters,
Director of Manning,
OTTAWA, Ont.

Secretary's Diary

Canadian Conference on Education

The Canadian Conference on Education, attended by 850 delegates from 35 national organizations, was held in Ottawa from February 16 to 20 inclusive. The delegates were divided into committees to discuss educational problems and to make recommendations to the last general session of the conference. Sir Ronald Gould, secretary of the National Union of Teachers of England and Wales, gave the closing address to the conference. To me, the two most important decisions were that more money is needed for education and that teachers should be well-prepared, well-paid, and well-treated. A detailed report of the conference appears in this issue of *The ATA Magazine* and will be made available to the councillors at the Annual General Meeting.

Blackstock Royal Commission Report

On February 27, the report of the Blackstock Royal Commission was tabled in the Legislative Assembly by the Minister of Education, who told the press that no action will be taken by the legislature this year, if at all, in regard to the report. Mrs. Inez K. Castleton, president of the Alberta Teachers' Association, issued a statement to the press on March 3. A report by the Executive Council committee will be made to the Annual General Meeting.

Education Week

The Alberta Teachers' Association opened Education Week with a banquet in the Northern Alberta Jubilee Auditorium on the evening of March 3. Mrs. Inez K. Castleton was chairman of the dinner meeting, attended by 300 representatives of education, business, agriculture, and industry from Edmonton and district. Premier E. C. Manning declared Education Week officially open. Mr. Lister Sinclair of Toronto, a scholar and dramatist, was the guest speaker. In brief, he presented a thoughtful analysis of what is meant by information, training, and education and their relationship and interdependence.

Mr. Sinclair defined an educated man as one who is able to communicate lucidly with others, orally and in writing, as one who has a knowledge and understanding of the world in which we live, and as one who is interested in and has some knowledge of one of the arts.

Executive Council Meeting

The Executive Council met on March 13 and 14 to consider resolutions and the financial statement of the Association for the year ending December 31, 1957.

Other Meetings

The secretaries of fall conventions met on February 22 to consider common problems about conventions. Dr. H. T. Coutts, dean of the Faculty of Education, and S. Aubrey Earl, of the Department of Education, attended as consultants.

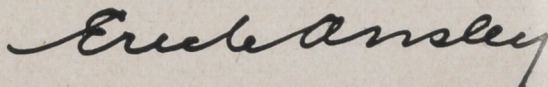
The ATA Curriculum Committee met on March 10 to consider reports to the Annual General Meeting with respect to last year's resolutions.

The Resolutions Committee met on March 12 and the Finance Committee on March 13.

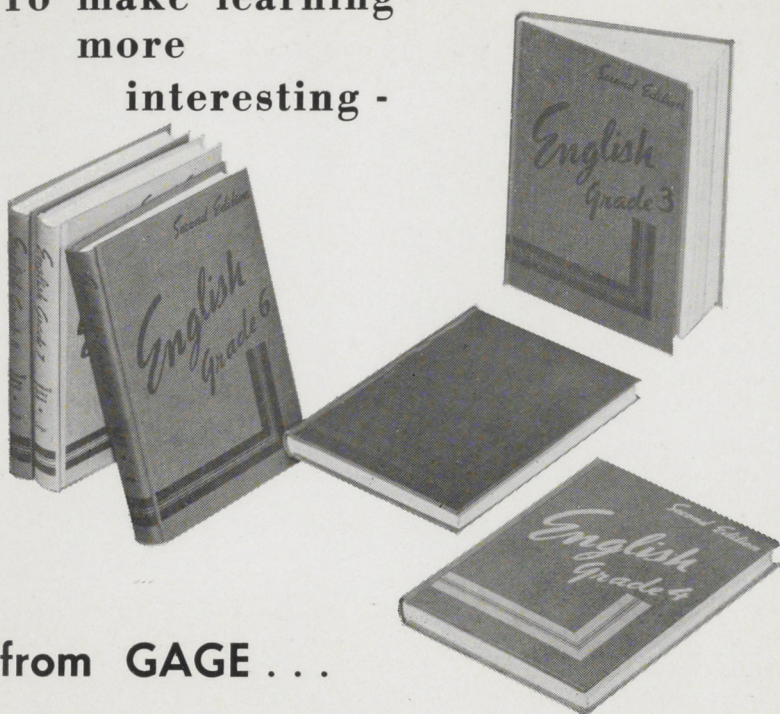
The ATA Pension Committee met on March 15 to consider terms of reference for the committee, procedure in regard to resolutions, reports about resolutions of last year, and recommendations with respect to this year's resolutions.

The Cameron Commission

The Cameron Commission committee of the Executive Council met for three days of the week of March 17 to edit the first drafts of several sections of the ATA brief to be submitted to the Commission. Briefs must be submitted by April 15 and the first hearing will commence in Edmonton on April 21. A detailed report of the work of the committee will be made to the Annual General Meeting.



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